Child Protection and Safeguarding Policy
Henley Green Primary School
September 2019

Policy last reviewed: August 2019
Reviewed by: Maxine Murphy Family Support Manager
Agreed by governors: Shared with staff: September 2019
Frequency of review: Annually
Date of next review: August 2020

Designated Safeguarding Lead: Angela Pagett
Deputy Designated Safeguarding Lead: Maxine Murphy Child & Family Support Manager
Named Governor for Safeguarding: Grace Ibuka
Chair of Governors: Bill Hedges Tel: 02476711395
Vice Chair of Governors: Harold Hopkinson Tel: 07809677551
Local Authority designated officer: Lavona Brown
Telephone number: 02476 833 443
Designated Lead for Looked After and Previously Looked-After Children:
Mair Coonan Assistant Head Teacher Inclusion Lead
# Table of Contents

1 Definitions .................................................................................................................................. 3  
2 Introduction .................................................................................................................................. 3  
3 Roles and Responsibilities ........................................................................................................... 5  
4 Types of abuse .............................................................................................................................. 8  
5 Responding to signs of abuse ........................................................................................................ 13  
6 Record-keeping ............................................................................................................................ 19  
7 Photography and Images .............................................................................................................. 19  
8 Early Help ..................................................................................................................................... 19  
9 Staff training .................................................................................................................................. 20  
10 Safer Recruitment .......................................................................................................................... 21  
11 Allegations of abuse against staff ............................................................................................... 22  
12 Promoting safeguarding and welfare in the curriculum ............................................................... 23  
13 Children Looked After ................................................................................................................ 23  
14 Children with Special Educational Needs .................................................................................... 24  
15 Use of reasonable force ................................................................................................................ 24  
16 Work Experience .......................................................................................................................... 26  
17 Summary ....................................................................................................................................... 27  
Appendix A ...................................................................................................................................... 27  
Appendix B – Further Safeguarding Information ........................................................................... 27
1 Definitions
1.1 ‘Safeguarding’ is defined in Keeping Children Safe in Education (2018) as;

- protecting children from maltreatment;
- preventing impairment of children's 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.

1.2 ‘Child Protection’ is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 ‘Child’ refers to everyone under the age of 18.

1.4 ‘Parent’ refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 ‘Staff’ or ‘members of staff’ refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Henley Green

Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone’s responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of ‘it could happen here’ and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Henley Green commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Henley Green safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Henley Green is committed the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
• All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
• Working with other agencies is essential to promote safeguarding and protect children from harm.
• Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Henley Green, in line with Keeping Children Safe in Education (September 2019) are to;

• work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
• work with relevant services and agencies to ensure that children are protected from harm;
• provide a learning environment for children which is safe and secure;
• teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
• ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
• train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
• recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
• maintain a robust recording system for any safeguarding or child protection information;
• ensure that everyone in Henley Green understands the safeguarding procedures; and to
• regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

• Keeping Children Safe in Education (September 2019)*1
• Working Together to Safeguard Children (June 2018)*
• Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
• What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2019).

Updated M MURPHY DDSL 2019/2020
2.7 This policy should be read in conjunction with the following policies:

*behaviour policy, attendance policy, anti-bullying, anti-radicalisation, online safety*

Links to these policies can be found in Appendix A KCSIE.

2.8 Rather than duplicating content from Keeping Children Safe in Education (September 2019) in this policy, Henley Green will always refer to this document as the benchmark for all safeguarding practice.

3.1 The Role of the Governing Body and/or Proprietors

- Part 2 of Keeping Children Safe in Education (September 2019) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;
  - Ensure that they comply with their duties under legislation;
  - Ensure that policies, procedure and training in Henley Green are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
  - Ensure that Henley Green takes into account local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the three safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority)
  - Ensure that Henley Green has an effective Child Protection Policy, that it is published on Henley Green website or available by other means and review this annually;
  - Ensure that Henley Green has a staff Code of Conduct;
  - Ensure that all staff undergo safeguarding and child protection training on induction;
  - Put in place appropriate safeguarding responses for children who go missing from education;
  - Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead;
  - Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
  - Respond to allegations of abuse against the headteacher.

3.2 The Role of the Headteacher

3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
• Ensure that the role of ‘Designated Safeguarding Lead’ is explicit in the role-holder’s job description;
• Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
• Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
• Appoint a ‘Designated Teacher for Looked-After Children’ to promote the educational achievement of children looked after;
• Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
• Ensure that all recruitment follows the ‘Safer Recruitment’ guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
• Respond to allegations of abuse against all other members of staff;
• Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
• Ensure that the school works with social care, the police, health services and other services to: Promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm.
• Safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012);

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead for Henley Green is Angela Paget/DDSL Maxine Murphy. The Designated Safeguarding/DSL will:

• Take overall lead responsibility for safeguarding and child protection in Henley Green
• Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
• Be best placed to advise on the response to safeguarding concerns;
• Liaise with the Local Authority and work with other agencies in line with ‘Working Together to Safeguard Children (2018);
• Identify if children may benefit from early help;
• Make referrals to Coventry’s Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
• Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2019);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Henley Green
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a ‘culture of safeguarding’, in which every member of Henley Green community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Henley Green
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2019).

3.4 The Role & Responsibilities of all Staff within School

- School staff plays a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Henley Green have a responsibility to provide a safe environment, where children can learn;
- All staff should know what to do if a child tells them that he/she is being abused or neglected;
- All staff will be able to identify indicators of abuse;
- All staff will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff Code of Conduct; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Henley Green that support safeguarding and child protection;
- All staff will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2019) annually and receive annually updated training on their safeguarding roles and responsibilities;
- All staff should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- All staff will be made aware of the early help process and understand their role in it;
- All staff should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- Staff may be required to support social workers and other agencies following a referral;
- All staff will be made aware of the process for making referrals to Children’s Social Care (though the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- All staff should be prepared to make referrals to the MASH if they have concerns about a child’s welfare and understand the role that they may be expected to play in such assessments;
- All staff will receive regularly updated safeguarding and child protection training;
- All staff will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- All staff should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

4 Types of abuse
4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2015)
<table>
<thead>
<tr>
<th>Type of abuse</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.</td>
</tr>
<tr>
<td>Physical abuse</td>
<td>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.</td>
</tr>
<tr>
<td>Emotional abuse</td>
<td>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to 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</td>
</tr>
</tbody>
</table>

England’s laws around physical chastisement

It is unlawful in England for a parent or carer to smack their child with unreasonable force if it leaves a mark on the child or if the child is hit with an implement such as a cane, slipper or a belt. (Children Act 2004),

If you use severe physical punishment on your child which amounts to wounding, actual bodily harm, grievous bodily harm or child cruelty these are the offences you could be committing……

• an offence under sections 18 and 20 Offences against the Person Act 1861 (wounding and causing grievous bodily harm)
• an offence under section 47 of that act (assault occasioning actual bodily harm)
• an offence under section 1 Children and Young Persons Act 1933 (cruelty to persons under 16)

Determining what charge will be made depends on the harm caused to the child.
<table>
<thead>
<tr>
<th>Type of abuse</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual abuse</td>
<td>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.</td>
</tr>
<tr>
<td>Child sexual exploitation (CSE)</td>
<td>The sexual abuse of children by other children is a specific safeguarding issue in education.</td>
</tr>
<tr>
<td>CSE</td>
<td>CSE 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.</td>
</tr>
<tr>
<td>Neglect</td>
<td>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: provide adequate food, clothing and shelter (including exclusion from home</td>
</tr>
<tr>
<td>Type of abuse</td>
<td>Information</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</td>
</tr>
</tbody>
</table>

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children’s social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- Is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- 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;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.²

² Taken from paragraph 18, Keeping Children Safe in Education (September 2019)
4.7 Henley Green recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Henley Green believes that a child is at risk of or is the victim of:

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- child criminal exploitation (including involvement in county lines);
- criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- honour-based violence;
- radicalisation;
- relationship abuse;
- serious violence
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- So-called ‘honour-based’ violence
- trafficking and modern slavery.

4.8 Henley Green will also act to protect;
- Children missing education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children. We work with other agencies in line with Keeping Children Safe in Education (2018) to support children and families in the following circumstances:

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless.

4.10 Henley Green have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.11 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard” to the need
to prevent people from being drawn into terrorism. See Appendix B for further information on Henley Green Prevent duty.

4.12 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.13 See Appendix B for further information and guidance on the above issues.\(^3\)

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child’s welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children’s social care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children’s social care or to the police, they should inform the DSL as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately:

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child’s presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made;

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will:

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask ‘leading’ questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and

---

\(^3\) Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

Updated M MURPHY DDSL 2019/2020
will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.4 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Henley Green is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to children’s social care.

5.5 For further information about the Coventry Safeguarding Children Partnership’s ‘Right Help, Right Time’ guidance, which is used by Henley Green to make decisions about protecting children, please visit [http://www.coventry.gov.uk/righthelprighttime](http://www.coventry.gov.uk/righthelprighttime).

5.6 See page 17 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2019).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her;
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.⁴

5.8 Henley Green understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment, up skirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

---

⁴ Introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015
All members of staff will be made aware of the school’s policy and procedures with regards to peer on peer abuse.

Henley Green school will work to minimise the risk of peer on peer abuse.

If an allegation of peer on peer abuse is made, Henley Green will investigate this following our keeping children safe process and procedures, refer to Henley Green Peer on Peer Abuse Policy and Procedure, KCSIE paragraph 90.

If an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported. Please refer Henley Green to Peer on Peer Abuse Policy and Procedure.

Henley Green will never pass off peer on peer abuse as ‘banter’ or ‘part of growing up’.

Henley Green will adhere to guidance set out in KCSE 2019 and Sexual violence and sexual harassment in schools (May 2019) when responding to incidents of peer on peer abuse. All staff will be made aware that ‘upskirting is a criminal offence.

5.9 Youth Produced Sexual Imagery (‘sexting’)

5.9.1 ‘Sexting’ refers to any sharing of youth-produced sexual imagery between children. This includes:

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.9.2 Henley Green has a responsibility to educate children in the risks relating to ‘sexting’ and how to keep themselves safe online. Please link to Henley Green School Website policies and link to e-safety Policy/PHSE policy.

5.9.3 Any incidents or suspected incidents of ‘sexting’ should be reported to the DSL without delay.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance ‘Searching, Screening and Confiscation, January 2018’;
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.9.6 Any incidents of ‘sexting’ involving the following will result in a MASH and/or Police referral;

Updated M MURPHY DDSL 2019/2020
- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.9.7 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.8 We will work with parents as necessary if their child is involved in ‘sexting’.

5.9.9 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.10 Serious Violence
All Staff will be made aware of the risks associated with serious violence. Criminal networks and gangs and understand the measures in place to prevent these.

**Searching, Screening and Confiscation**

Where necessary, searching, screening and confiscation will be used to safeguard child/children in Henley Green.

Henley Green adheres to ‘Searching, Screening and Confiscation: Advice for KSIE Schools (January 2019).

**REFERRAL GUIDANCE**

**REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE**

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
• Being unable to comprehend the unbelievable nature of the disclosure
• Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

• Threats from abuse – withdrawal of ‘favours’ or physical threats – may be implicit derived from abuse of power
• Threats from peers also involved in abuse
• May think s/he is to blame and fear arrest
• Fear the loss of the child's world – family, school etc.
• May be emotionally dependent on abuser
• May have compartmentalised abuse
• Thinks won't be believed
• Low sense of self-esteem makes disclosure difficult
• May not realise sexual abuse is a crime – thinks it's normal
• May not wish to betray abuser
• May fear exposure and particularly public exposure
• May be ambivalent about sexual identity or feel guilty about taking part in abuse
• Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
• Hasn't got adult permission to tell
• Lack of appropriate language skills

WHY REFER? • Children have the right to be safe • Adults have a responsibility to protect children • Abuse is damaging • Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken • You only have one small piece of a jigsaw • Children rarely lie about abuse
5.11 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

**MASH Telephone number:** 02476 788 555

**MASH online referral form:** [http://www.coventry.gov.uk/safeguardingchildren](http://www.coventry.gov.uk/safeguardingchildren)

**Out of hours Emergency Duty Team:** 02476 832 222
Prevent/Channel Referrals: Refer to MASH and to CTU GATEWAY@west-midlands.pnn.police.uk

5.12 If a child’s situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the Coventry safeguarding Childrens Partnership’s Escalation and Resolution of Professional Disagreements Policy to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping
6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children’s files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 Henley Green records safeguarding concerns electronically, using a system called CPOMs. (Child protection online monitoring)

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.4 The school will seek at least two emergency contacts for every child.

6.5 All data processed by Henley Green is done so in line with the General Data Protection Guidelines. Please see the following policies for additional information;

7 Photography and Images
7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Henley Green, school will seek consent annually.

7.2 Parents can withdraw consent at any time and must notify Henley Green if they do not wish their child’s photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

8 Early Help
8.1 Henley Green is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Henley Green works closely with
its neighbouring family hub to work with families in the community to improve outcomes for children.

- 8.2 Henley Green works within the LSCB ‘Right Help, Right Time’ framework, available on the LSCB website. Local Family Hubs.
- Moat Family HUB (Wood End) Tel: 02476786868
- Park Edge (Bell Green) Tel: 024 76785621

9 Staff training
9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Henley Green has committed to training staff throughout the academic year. All staff members will be made aware of Henley Green safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive:

- This ‘Safeguarding and Child Protection Policy’;
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2019)
- School procedures for Children Missing Education
- The school Behaviour Policy

9.2 Staff at Henley Green will:

9.3 The Headteacher must undertake training on child protection at least once every two years (statutory requirement), at LSCB level 1 or above. If the Headteacher is the Designated Safeguarding Lead then he/she shall meet the training requirements set below.

9.4 In addition to basic child protection training the Designated Safeguarding Lead must attend the LSCB’s Level 2 Working Together to Safeguard Children training, and then undertake DSL refresher safeguarding training at least annually.

9.5 The Deputy Designated Safeguarding Lead must meet the training requirements in section 9.3. 9.4

Any newly appointed Designated Safeguarding Lead must attend the LSCB’s Level 2 Working Together to Safeguard Children training before taking lead responsibility for safeguarding. The deputy Designated Safeguarding Lead will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead is waiting to receive training.

9.6 All other staff, who work with children, will undertake safeguarding and child protection training at Level 1 annually (this should be carried out by the Designated Safeguarding Lead or the DDSL in School) to equip them to carry out their responsibilities for child protection effectively. Designated Safeguarding Lead /DDSL must be kept up to date by refresher training at two yearly intervals, and temporary staff and volunteers who work with children must be made aware of the school’s arrangements for child protection and their responsibilities. All new members of staff
will receive child protection training as indicated in 9.2 above as part of their induction programme

9.7 Briefings and updates on child protection and safeguarding procedures (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided annually and on a regular basis Henley Green will incorporate updates changes to policy’s termly within CPD, more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy.

9.8 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

9.9 Henley Green recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and ‘sexting’⁵. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

10 Safer Recruitment
10.1 Henley Green is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Henley Green reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.
10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at Henley Green comply with Keeping Children Safe in Education (September 2019). See Part 3 of Keeping Children Safe in Education (September 2019) for further information.

10.8 See Safer Recruitment policy for further details.

11 Allegations of abuse against staff
11.1 Henley Green takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2019) and the CSCP Guidance, ‘Allegations against Staff and Persons in a Position of Trust’.

11.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Chair of Governors without delay.

11.3 If a concern or allegation of abuse arises against any member of staff other that the Headteacher, it must be reported to the Headteacher without delay.

11.4 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The Local Authority designated officer is Lavona Brown and contact details can be found of the front of this policy.

11.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

11.7 If a child has suffered abuse or harm, a MASH referral will also be made.

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Henley Green in managing the allegation.

11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

11.9 Whistleblowing
11.9.1 Henley Green operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Henley Green safeguarding processes to the senior leadership team.

11.9.2 The senior leadership team will take all concerns seriously.

11.9.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.
12 Promoting safeguarding and welfare in the curriculum
12.1 Henley Green recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives. The school will teach children about safeguarding, including online safety. As part of the broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education and Relationships and Sex Education.

12.2 Children at Henley Green will receive the following as part of our promotion of safeguarding across the curriculum:

All children in years R-6 will be taught the Protective Behaviours curriculum as part of PHSCE delivery. Children will also be taught about e-safety, cyberbullying, healthy lifestyles (including becoming mentally healthy), the dangers of extremism, FGM and CSE as appropriate to their age range during PHSCE, year group and full school assemblies. PHSCE curriculum overview provides explicit reference to when each child is taught about British Values, Mental well-being and developing positive and healthy relationships. Some of these issues are developed further in the following policies – ‘Anti radicalisation Policy ’, ‘E-Safety Policy ’ ‘Behaviour Policy’ ‘Attendance Policy’.

12.3 All children will be taught to recognise forms of abuse – physical, emotional, neglect and sexual as well as – homophobic, racist, gender-based violence, bullying and radicalisation. They also will be taught to understand what procedures to follow should they encounter such abuse in themselves or their peers.

12.4 Children are often given the opportunity to work with learning mentors or other members of the inclusion team, as well as partner agency workers (social workers and key workers). Often this is part of a plan to improve their wellbeing. The work is always planned and wherever possible, parents are informed beforehand. Gathering children’s wishes and feelings is an essential part of working with children and families.

12.4 The attendance lead and DSL will ensure attendance in school is closely monitored. Parents or carers will be spoken to on first day of absence and rigorous processes will be in place to ensure that children are in school as regularly as possible (See attendance policy 2017)

13 Children Looked After
13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Henley Green recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Mrs Coonan Assistant Head Teacher.
13.2 Staff will receive training on how to best safeguard children who are Looked-After or Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 Henley Green is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs

14.1 As outlined in Keeping Children Safe in Education (2019), Henley Green is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.6

14.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary. At times some of our children require physical intervention staff are trained in Team Teach. This is only ever used when the child is a danger to themselves or others. Staffs in school are trained in safe handling and use specific techniques to keep themselves and the child safe whilst physically moving them. Strategies used to de-escalate situations. This will be recorded onto c-poms

Intimate care

Some of our children require extra support - Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil

---

6 Keeping Children Safe in Education, September 2019

Updated M MURPHY DDSL 2019/2020
after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care.
16 Work Experience

17 Schools and colleges organising work experience placements should ensure that the placement provider has policies and procedures in place to protect children from harm.

18 Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school or college should consider the specific circumstances of the work experience. Consideration must be given to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

19 Unsupervised; and providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight). If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

20 Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience. If the activity undertaken by the child on work experience takes place in a ‘specified place’, such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for children/young people under the age of 16.

21 Children staying with host families (see Annex E KCSIE) Schools and colleges quite often make arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. This might happen, for example, as part of a foreign exchange visit or sports tour, often described as ‘homestay’ arrangements (see Annex E for further details). In some circumstances the arrangement where children stay with UK families could amount to “private fostering” under the Children Act 1989 see paragraph 181 for further information about action that should be taken to alert the local authority in those circumstances

22 Boarding schools and residential settings
23 Summary
19.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A
The school’s safeguarding policy is intended to be used in conjunction with the following policies;

The school adheres to Coventry Safeguarding Children Partnership Policies, which can be found here: http://www.proceduresonline.com/covandwarksscb/contents.html

- Allegations Against Staff or Persons in a Position of Trust Policy (CSCP)
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance Policy
- Behaviour Policy
- Children/Young people with Medical Needs
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Equalities Policy
- Escalation and Resolution of Professional Disagreements (CSCP)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy
- IT Policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy Self-harm/Mental Health Policy/ medical, behaviour)
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct (Drugs and Alcohol Policy)
- Trips and Visits Policy
- Whistleblowing Policy

Appendix B – Further Safeguarding Information

Types of Abuse

Updated M MURPHY DDSL 2019/2020
As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education 2019, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

**Bullying, including cyber- or online-bullying**

The school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their Class teacher, to the Inclusion team or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum and our Anti Bullying Ambassador program.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy top bullying.gov


**Criminal exploitation (including involvement in county lines) County Lines**

County lines is the organised criminal distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people. The term "county lines" has two likely origins. In America, the county sheriffs must stop at the county line as they have no jurisdiction past that point. American rap music may have transferred the term to the UK.

Although cannabis is occasionally linked to the county lines organisations, it is harder drugs that provide the focus: heroin, cocaine, and amphetamines. The county lines gangs use standard business techniques to develop their trade. In a new area, they need to offer discounts, a consistent quality product, and make sure it's reliably delivered. The main county line gangs operate from London and Liverpool, but other groups work out of West Midlands

Children most at risk are those with chaotic backgrounds, maybe some previous offending, poor school attenders, and often children who are looked after.

**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. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

Henley Green signed up to receiving notifications from Operation Encompass to ensure we can support the children/families at the earliest opportunity.

**Fabricated or induced illness**

Fabricated or induced Illness (FII) is a rare form of child abuse. It occurs when a parent or carer usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

**Faith-based abuse**

Faith-based abuse is linked to faith or belief in spirits, witchcraft or possession is a horrific crime, condemned by people of all cultures, communities and faiths.

Henley Green would follow the child protection procedures if there is the smallest risk that that religious beliefs will lead to young people being harmed.

**Female genital mutilation (A form of so called ‘honor-based’ violence)**

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A KCSIE 2018 for further details.

**Forced marriage (A form of so called ‘honor-based’ violence)**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their
family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

**Radicalisation and Extremism**

Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the Local Children’s Safeguarding Board as appropriate.

Henley Green Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Henley Green Primary School is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.


**Sexual violence or sexual harassment**

Sexual Violence or sexual harassment (including peer-on-peer abuse) All staff should recognise that children are capable of abusing their peers. All staff should be clear
about their school or college’s policy and procedures with regard to peer on peer abuse.

Procedures to minimise the risk of peer on peer abuse; • how allegations of peer on peer abuse will be recorded, investigated and dealt with; • clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported; • a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”; • recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and • the different forms peer on peer abuse can take, such as:

• sexual violence and sexual harassment. Part 5 KCSIE guidance sets out how schools and colleges should respond to reports of sexual violence and sexual harassment; • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; • sexting (also known as youth produced sexual imagery): the policy should include the school or college’s approach to it. The department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has published advice for schools and colleges on responding to sexting incidents; and • initiation/hazing type violence and rituals.

The school will also take action to protect;

• Children missing education
• Children missing from home or care

Children Missing Education


Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary caregivers for more than legislation says 28 days

Indicators of abuse

See below for possible indicators of abuse. (Taken from What to do if you are worried a child is being abused, 2015)

• 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;

Updated M MURPHY DDSL 2019/2020
• 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 who are dismissive and non-responsive to practitioners’ concerns;
• Parents 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; and
• Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school or college’s policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the

https://www.minded.org.uk/course/view.php?id=402
https://www.nspcc.org.uk/preventing-abuse-and-neglect
https://www.gov.uk/govenment/publications/preventing-and-tacklingbullying

Updated M MURPHY DDSL 2019/2020


https://www.gov.uk/government/publications/drugs-advice-for-schools

https://www.gov.uk/government/publications/safeguarding-children-inwhom-illness-is-fabricated-or-included


https://www.gov.uk/government/publications/forced-marriage

https://www.gov.uk/government/policies/violence-against-women-and-girls

https://educateagainsthate.com/


https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse

https://disrespectnobody.co.uk/sexting/what-is-sexting
