Logo, company name

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Live, Laugh, Love to Learn within equality of opportunity

Safeguarding Policy

Wildwood Childcare is the parent company to Wildwood Tuition and Childcare.

Both Companies support each other and share resources. This means that any statement referring to Wildwood Childcare also applies to Wildwood Tuition and Childcare.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct.

In addition, all staff are provided with Part One of the statutory guidance Keeping Children Safe in Education 2023 This policy will be reviewed in full on an annual basis. This policy was last reviewed and agreed 14/6/24. It is due for review in September 2025.

This should be read in conjunction with

[https://staffsscb.org.uk/safeguarding-policy-and-procedure-template-for the-private-and-voluntary-sector/](https://staffsscb.org.uk/safeguarding-policy-and-procedure-template-for%20the-private-and-voluntary-sector/)

and Working Together to Safeguard Children 2023

The children’s advice and support number is: 0300 111 8007

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1. **Purpose and aims**

The purpose of our Safeguarding policy at Wildwood Tuition and Childcare (Wildwood Childcare) is to ensure that we:

• Are committed to developing a robust safeguarding culture of vigilance and challenge.

• Build resilience by raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe.

• Establish a safe environment in which children can learn and develop within an ethos of openness and where children are taught to treat each other with respect, to feel safe, to have a voice and know that they will be listened to.

• To support vulnerable pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse.

• Prevent unsuitable people from working with children by ensuring we practice safe recruitment in checking the suitability of all school staff, supply staff and volunteers to work with our children and maintain an active, ongoing vigilance in line with the safeguarding culture.

Our aim is to follow the procedures set out by Staffordshire Safeguarding Children’s Board, Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2023 by knowing and understanding that:

• Safeguarding and promoting the welfare of children is everyone’s responsibility and the voice of the child is evident.

• Everyone who comes into contact with children and their families has a role to play.

• Everyone should ensure that their approach is child-centred considering, at all times, what is in the best interests of the child.

• By establishing a safe environment, we enable our children to learn and develop within an ethos of openness.

• No single practitioner can have the full picture of a child’s needs and circumstances.

• If children and families are to receive the right help at the right time, everyone who comes into contact with children and their families have a role to play in identifying concerns, sharing information and taking prompt action.

• The importance of providing children with a balanced curriculum including, where appropriate to the children’s age and stage of development, PHSE, healthy relationship education, online safety, sexting, child-on-child abuse as well as ‘abuse outside the home’. county Lines, contextualised safeguarding issues, and Child Criminal Exploitation (incl CSE). Also supporting this with online activities, enabling children to enhance their safeguarding skills and knowledge whilst understanding the risks.

• Undertaking the role to enable children and young people at our school to have best outcomes.

• Ensuring that as a school we have awareness of our staff’s knowledge and understanding, as well as embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a robust element of our school practice. At Wildwood Childcare, we strive to:

• Protect children from maltreatment.

• Prevent impairment of our children’s mental and physical health or development.

• Ensure that our children grow up in circumstances consistent with the provisions of safe and effective care.

• Take action to enable ALL children to have the best outcomes. This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party and should be read in conjunction with the documents Keeping Children Safe in Education 2023 and Working Together to Safeguard Children 2023.

• This policy is available on our website and is available on request from the main office. We will also inform parents/carers about this policy when their children join our setting/school.

• This policy will be reviewed in full by the on an annual basis or sooner should legislation/guidance change.

• This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this setting/school.

Our policy applies to all staff; paid and unpaid, working in the school, including Governors, when appointed.

The policy is provided to all staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our Staff code of conduct policy.

• All staff who work directly with children, are provided with, and have read at least Part One of Keeping Children Safe in Education 2023.

• The school follows the Staffordshire Safeguarding Children’s Board policies and procedures.

**StaffsSCB**

**https://staffsscb.org.uk/safeguarding-policy-and-procedure-template-for the-private-and-voluntary-sector/**

1. Our ethos and culture at Wildwood Childcare:

Our children’s welfare is of paramount importance to us at, Wildwood Childcare. We are a child centred setting. Our children are reassured that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse. Children are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them. We make every effort to listen to and capture the voice of children to enable us to have a clear understanding of their daily lived experiences. Given the age and stage of our children, and the communication difficulties that some of them experience, listening to their voices is more than just listening to what they say. Getting to know the children and therefore recognising any changes in behaviour is a crucial part of our role as members of staff. As staff, we want to ensure that we know and hear our children. We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. They may feel embarrassed, humiliated or are being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers. This does not prevent ALL staff from having professional curiosity and speaking to the DSL if they have concerns about a child. Our staff determine how best to build trusted relationships with children which facilitate this communication. We understand our statutory duty to safeguard and promote the welfare of children and we maintain a professional attitude of ‘it could happen here’ where safeguarding is concerned. We expect ALL staff, governors, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance.

Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment. We work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need. We have a culture of vigilance and staff are confident and competent in the timely challenge of unacceptable behaviours and these are dealt with appropriately and robustly. Staff do not accept these behaviours as ‘banter’, ‘having a laugh’ or ‘part of growing up’. All staff are encouraged to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident, such as an injury or disclosure of abuse. However, concerns can accumulate over time and are evidenced by building a picture of harm, particularly true in cases of abuse or neglect. We know that it is crucial that our staff record and pass on any concerns in a timely manner and in accordance with this policy, to allow the DSL to build up a picture and access support at the earliest opportunity. When dealing with safeguarding matters, we are conscious of the language and terminology that we use, especially in front of children. Sometimes reference is made to a child who has been subjected to abuse as a victim. However, not all children will consider themselves a victim nor will they want to be referred to in this way. We are conscious of this and when managing any incident, we will be prepared to use terminology that children are most comfortable with. In guidance, we will at times, use the term ‘alleged perpetrator’ and where appropriate ‘perpetrator’ and we know that these are widely used terms. However, we know that in some cases the abusive behaviour will have been harmful to the perpetrator as well and again we will be mindful of appropriate language and will decide appropriateness on a case-by case basis. We work closely and restoratively with our safeguarding partners with the confidence to challenge decisions and practice if deemed appropriate. We are committed to working with parents in a positive, open and transparent way. We ensure that all parents are treated with respect, dignity and courtesy. We recognise the stressful and traumatic nature of safeguarding and child protection work, and support staff by providing an opportunity to talk their anxieties with the DSL and to signpost and seek further support as appropriate.

1. **Legislation, guidance and links to other policies**
2. The child’s needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded. Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them.
3. We recognise that scrutiny, challenge, and supervision are key to safeguarding children.
4. • We have a robust Safeguarding training schedule for all staff, which is monitored by the DSL. All staff receive Level 1 Safeguarding training, as required in KCSIE 2023, and receive regular updates through staff meetings, briefings, emails etc.

to develop and support robust safeguarding practices amongst all staff. We log all concerns before the concern is logged the member of staff reporting the concern discusses it with a safeguarding or deputy safeguarding lead.

• We have clear induction processes for all staff, volunteers and Governors, and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff.

These documents include Part 1 of sign to say that they have read and understand-how to you assure yourself that they have not only read it but understand what this means to them in their daily practice).

Code of Conduct; schools behaviour policy; schools’ response to children who go missing from education, the role of the DSL and this Safeguarding Policy as well as

peer on peer abuse and child on child sexual violence and sexual harassment.

• All staff will be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

• All staff will be aware that safeguarding incidents and /or behaviours can be associated with factors outside the schools or college and /or can occur between children outside of these environments.

• All staff, but especially the Designated Safeguarding Lead/ Deputies will consider whether children are at risk of abuse or exploitation in situations outside their families. Extrafamilial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.

• Wildwood Childcare is committed to working with other agencies to provide early help for children before they become at risk of harm or require a ‘child in need’ statutory assessment.

• All staff should be aware of the local early help process and understand their role in it. (KCSIE 2023). ‘Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. ‘(WT 2023). This includes liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking a early help assessment.’ (DfE 2018)

• All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. (KCSIE 2023)

• All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children’s Services, any staff member can refer their concerns to children’s social care directly in emergencies or if they feel they need to do so.

(Staffordshire Children’s Advice & Support on 0300 111 8007)

• Everyone has responsibility to escalate their concerns and ‘press for reconsideration’ if they believe a child’s needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.

• Wildwood Childcare understands its responsibility to request a statutory assessment lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.

• Wildwood Childcare will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child to safeguard them.

• We will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.

• Wildwood Childcare will follow the Staffordshire Safeguarding Children’s Board’s procedures and provide them with information as required StaffsSCB

• Staff, children, and families will need support following child protection processes being followed.

• Children have a right to learn ways to keep themselves safe from harm and exploitation. We will provide opportunities for pupils/students to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being.

• Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, consent, coercion, control as part of healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying)

• Relevant issues will be addressed through all areas of the curriculum, as appropriate to the children’s age and stage of development.

• All our policies, which support our ethos of safeguarding, will be interlinked with this Safeguarding Policy. This policy has been devised with due regard for the statutory guidance from the DfE Keeping Children Safe in Education 2023 (KCSiE) and this document is read alongside:

• Working Together to Safeguard Children 2023

• Staffordshire Safeguarding Children Board Procedures

• What to do if you are Worried a Child is being Abused-Advice for Practitioners

Behaviour in Schools - Advice for headteachers and school staff

• Child on child Abuse Policy

• Anti-bullying and harassment Policy

• Code of Conduct - Staff

• Sexual Violence and Sexual Harassment Policy

• NSPCC newsletters

• Andrew Hall’s Safeguarding Briefings

• The Key Safeguarding Information

• Wildwood Childcare policies, including;

Anti-Bullying (including cyber bullying indicators),

child on child abuse policy,

missing children,

online safety,

staff code of conduct,

safer recruitment,

Physical Intervention,

whistleblowing

**4. The role of all staff in keeping children safe**

All staff have read and have a good understanding of at least part 1 of Keeping Children Safe in Education 2023 and are aware of the safeguarding link to other policies relating to their daily practice, for example;

Staff Code of Conduct,

Whistleblowing.

Staff sign to say that they have read KCSIE 2023 . All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring for further information and Filtering and Monitoring Standards. This training takes place at induction and is regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates through staff meetings & briefings & emails, as required, and at least annually, to continue to provide our staff with relevant skills and knowledge to safeguard children effectively. All staff know who the DSL/DDSL is, and understand that as well as being the expert in this field, they are there to support staff and volunteers. All staff are aware of their responsibility to provide a safe environment in which children can learn. All staff are aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Staff are confident in exercising professional curiosity and understand that knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of our help or protection. They are aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff, but especially the DSL/DDSL, consider whether children are at risk of abuse or exploitation in situations outside their families. Extrafamilial harms take a variety of different forms and children can be vulnerable to multiple harms, including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation. All staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse and other risks online as well as face to face. They know that in many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online; this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. All staff know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to maintain an appropriate level of confidentiality by only involving those who need to be involved, such as the DSL/DDSL and local authority children’s social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. All staff know how to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report. All staff are aware of the early help process and understand their role in it and are confident to identify and support children who may benefit from early help, effectively giving children and their families the right help at the right time. All staff are aware of how to make a referral to children’s social care, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with their potential role in such assessments. All staff understand their responsibility to report concerns about the behaviour of any adult at Wildwood Tuition and Childcare, and know that they will be listened to and taken seriously. All staff understand their responsibility to escalate concerns and ‘press for reconsideration’ if they believe a child’s needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. In all cases, if our staff are unsure, they know that they should always speak to the DSL/DDSL.

5. Roles and responsibilities of the Designated Safeguarding Lead (DSL Part 2 & Annex C of Keeping children safe in education 2023. Our DSL/DDSL(s) have received the appropriate safeguarding training to provide them with an understanding of their role and the knowledge and skills to carry it out. Training received also supports their knowledge of the processes, procedures, and responsibilities of other agencies, particularly children’s social care in line with Working Together to Safeguard Children 2023. This training is updated at least every 2 years and in addition to this they regularly (at least annually) refresh and update their knowledge and skills. The DSL is given additional time, funding, training, resources, and support needed to carry out the role effectively. The DSL attends the Education Safeguarding DSL Briefings, reads Safeguarding briefing emails (SCC, NSPCC and Andrew Hall) and reading statutory guidance. Our DSL takes the lead responsibility for safeguarding and child protection (including online safety as well as an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring systems and processes in place), and this is explicit in their job description. Guidance: Filtering and monitoring standards for schools and colleges. As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. We use both broadband level and PC level forms of protection. Every search made on the internet is inspected, logged and filtered to prevent as much malicious content getting through as possible. This cannot be seen by a ‘red lighthouse webpage’ being displayed if the filtering deems the website or search to be unsafe, and it will include the reason it has been blocked. This is logged against the user so is completely traceable. For another level of protection, each computer has a piece of monitoring software installed called ‘Securus Monitor’, which logs keystrokes, monitors websites accessed and also actively scans the screen for potentially inappropriate content. This too is centrally logged and can be traced back to an individual user. Securus NET is installed on all iPads now as well which monitors web activity. The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans will be completed as required and should, where appropriate, involve other agencies, are reviewed regularly and shared appropriately. Our DSL maintains robust systems to monitor and record training of all staff and update and refresher time scales are evident within the training record. Training is delivered in-line with Staffs SCB and KCSIE 2023. This will include bulletins, briefings, and inset day training as well as external events attended. The DSL ensures that all staff and regular visitors have appropriate safeguarding training to equip them for their role in school. This includes training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. The DSL ensures systems are in place to induct new staff/governors and that they are robust and monitored and any noncompliance shared with Senior Leadership Team/Governing body. The DSL monitors the electronic case management system, MyConcern, used to record concerns about children, ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information are kept in-line with the Data Protection Act 2018 and General Data Protection. Wildwood Childcare is registered with the ICO. The safeguarding and child protection records are kept in a secure location, away from academic records and there is a clear recording process of transfer, in or out, which if paper file transfer, using the transfer of records form which is signed by the sending and receiving settings and a copy of this form kept by both. The DSL/DDSL will refer cases of suspected abuse to the local authority children’s social care, as required, and support other staff to make these referrals. We understand the importance of attending case conferences and core group meetings as well as Child in Need meetings.

DSL will liaise with all staff (e.g. school nurses, attendance staff, keyworkers and Mental Health Leads) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. The DSL/DDSL will represent school at child protection conferences and core group meetings and will be the expert within our setting to support staff in liaising with other agencies, making assessments and any referrals. Any staff member may be required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren. The DSL/DDSL will notify children’s social care if a child with a child protection plan is absent for more than two days without explanation. The DSL/DDSL helps to promote educational outcomes by sharing appropriate information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a Social Worker) are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children. The DSL has a good understanding of the community the school serves, the risks and its resilience. We have strong links with other schools and settings. We seek to know the individual well.

1. Wildwood Childcare ensures that we comply with our duties under legislation. They must have regard to this guidance in ensuring policies, procedures and training are effective and comply with the law at all times. See Part 2 Keeping Children Safe in Education 2023 We ensure that the policies and procedures, adopted by the proprietor (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff. These policies are transparent, clear, and easy to understand for staff, children and their parents/carers. We ensure that all staff, receive appropriate safeguarding and child protection training (including online which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation filtering and monitoring) at induction. This training should be regularly updated and in line with any advice from the safeguarding partners. This training will equip governors and trustees with the knowledge to provide strategic challenge to the safeguarding policies and procedures in place here are effective and support the delivery of a robust approach to safeguarding and this training is regularly updated. In considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we will ensure that we have appropriate filters and monitoring systems in place. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. We will review the following standards and discuss with IT staff and service providers what more needs to be done to support our setting in meeting this standard:

• identify and assign roles and responsibilities to manage filtering and monitoring systems;

• review filtering and monitoring provision at least annually;

• block harmful and inappropriate content without unreasonably impacting teaching and learning;

• have effective monitoring strategies in place that meet their safeguarding needs. Guidance: Filtering and monitoring standards for schools and colleges. We are also aware of their responsibility to ensure that there is the appropriate level of security protection procedures are in place in order to safeguard systems, staff and learners and that there is the need to review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Guidance: Cyber security standards for schools and colleges Cyber Security Training for School staff The Governing body and proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Technical Guidance on the Public Sector Equality Duty), and local multiagency safeguarding arrangements. Further guidance is found in Keeping Children Safe in Education 2023 & Equality Act 2010-Advice for schools. We facilitate an approach to safeguarding involving everyone, ensuring that safeguarding is at the forefront and underpins all relevant aspects of process and policy development. These systems, processes and policies operate with the best interests of our children at the heart of what we do. We have appointed the Designated Safeguarding Lead (DSL) who takes lead responsibility for safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). This is explicit in their job description, and they ensure that the DSL understands their responsibility in leading safeguarding They also ensure that the DSL is given additional time, funding, training, resources, and support needed to carry out the role effectively. See Annex C Keeping Children Safe in Education 2023 The Governing Body has also identified a Deputy Designated Safeguarding Lead(s)(DDSL), who are trained to the same safeguarding standard as the DSL. The Governing body and proprietors ensure that children are taught about how to keep themselves and others safe, including online, as appropriate to their age and stage of development. It is recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. There is an expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and this requires teachers to have a clear understanding of the needs of all pupils.

1. **Resources**
2. • KCSiE 2023 incl Harmful online challenges and online hoaxes The Proprietor will ensure compliance with the completion of the Section 175/157 Safeguarding audit return, via the Phew electronic system, to the Local Authority and that any areas of concern in safeguarding are identified and a safeguarding action plan is developed. They also ensure that the school contributes to inter-agency practice in line with Working Together to Safeguard Children 2023 We ensure that those involved with the recruitment and employment of staff to work with children have received safer recruitment training and are compliant with safer recruitment procedures. This includes the requirement for appropriate checks to be carried out in line with national guidance.

When candidates have been shortlisted, they will be made aware that online searches will be carried out.

• Part 3 Safer Recruitment Keeping Children Safe in Education Louise Nixon has ensured there is a current whistleblowing policy and staff are aware of this policy and understand its content. We have a culture where staff can raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistleblowing procedures. Further guidance on whistleblowing is available here and the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can call on 0800 028 0285 and the line is available from 8am to 8pm, Monday to Friday. Email: help@nspcc.org.uk

**Guidance Keeping Children Safe in out-of-school settings**

A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL from making a referral to the local authority in those circumstances and where it is appropriate to do so. Wildwood Childcare will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult’s full details in writing. We recognise that we are likely to be in regular contact with parents and carers. We will use these communications to reinforce the importance of children being safe online and parents/carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents/carers to be aware of what their children are being asked to do online, including the sites they will ask to access and be clear who (if anyone) their child is going to be interacting with online. We update parents about safeguarding through newsletters, the website and the notice board in reception.

Staffordshire Earliest & Early Help Any child may benefit from earliest or early help, but all staff are particularly alert to the potential need for early help for a child who:

• is disabled or has certain health conditions and has specific additional needs;

• has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

• has a mental health need;

• is a young carer;

• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;

• is frequently missing/goes missing from school, care or from home. • is at risk of modern slavery, trafficking, sexual or criminal exploitation;

• is at risk of being radicalised or exploited;

• has a family member in prison, or is affected by parental offending;

• is in a family circumstance presenting challenges for the child, such as drug or alcohol misuse, adult mental health issues and domestic abuse;

• is misusing alcohol or other drugs themselves;

• has returned home to their family from care;

• is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage;

• is a privately fostered child; and

• is persistently absent from education, including persistent absences for part of the school day. The DSL ensures that all staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals

to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Guidance documents can be accessed at the following links:

• Early Help - SSCB • Threshold Framework 2023 - SSCB

9. What happens if a referral is deemed necessary to escalate beyond early help. Child in Need (Section 17) If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will speak with parents/child and obtain their consent for a referral to Staffordshire Childrens Advice and Support Service (SCAS), or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child’s needs are not being met, the DSL will discuss these issues with SCAS. Appropriate staff will attend Child in Need (CIN) meetings convened by Children’s Social Care when children are deemed to require Section 17 services.

Child Protection (Section 47) If the local authority has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they make enquires under Section 47 to enable them to decide whether they should take any action to safeguard and promote the child’s welfare. This duty also applies if a child is subject to an emergency protection order (under S44 of the Children Act 1989) or in police protective custody (under S46 of the Children Act 1989). Children’s Services will convene an Initial Child Protection Conference (ICPC) once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference (RCPC) will take place once a child has been made the subject of a Child Protection Plan to monitor the safety of the child and the required reduction in risk. Between conferences, regular meetings of a core group will take place to monitor the progress of the child protection plan. The DSL/DDSL (sometimes other staff members) will attend the child protection conference on behalf of Wildwood Childcare. The person attending will have as much relevant and up to date information about the child as possible. They will contribute to a recommendation on the risks/protective factors for the family from their information and a view on the need for a child protection plan. We understand the importance of our attendance and contribution at these conferences and whether we attend or not we will always provide a written report prior to conference containing these contributions. Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved and will work in an open, honest, and transparent way with any parent whose child has been referred to SCAS or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents/carers wherever possible.

Escalation process Staffordshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies, and between agencies, provides a healthy approach to the work. This process will be kept as simple as possible and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL/DDSL. If we believe that concerns regarding a child are not being addressed and outcomes are not improving, we understand the expectations that we will escalate our concerns in line with the SSCB Escalation policy 2022 additional information SSCB Escalation Policy , until a satisfactory conclusion is reached. When we use professional challenge and/or the escalation process we will set out clearly what we want to achieve as a result of the challenge/escalation, what we expect to happen and the desired outcome.

11. A safer school culture Safer Recruitment and Selection At Wildwood Tuition and Childcare we pay full regard to ‘Keeping Children Safe in Education 2023’. Our Safer Recruitment and selection practice includes scrutinising applicants, verifying identity, checking academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks, prohibition checks whether they are known to the police and/or social care, if they have been disqualified from providing childcare and any relevant overseas information. Evidence of these checks is recorded on our Single Central Record (SCR). The SCR is checked by the Safeguarding Link Governor on a termly basis. Staff who have lived or worked outside the UK will undergo the same checks as all other staff, even if they have never been to the UK. We will ensure that any other appropriate checks are carried out so that any relevant events that occurred outside the UK can be considered. These checks could include criminal records checks for overseas applicants and for teaching positions obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

Guidance

• Application process for criminal records checks overseas

• Regulated professions database

• UK Centre for Professional Qualifications Separate barred list checks are only be carried out in the following circumstances:

• for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 213 have been carried out); or,

• where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person’s appointment to the organisation (and where all other relevant checks as above have been carried out). All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils. Relevant staff have undertaken appropriate training in Safer Recruitment. (See training schedule at the front of this document) One of the trained safer recruitment staff will be involved in all staff and volunteer recruitment processes and sit on the recruitment panel.

A member(s) of the Governing Body has received Safer Recruitment training.

Induction

All staff will be made aware of the systems we have in place to support safeguarding. These are explained as part of staff induction, including:

• The Safeguarding policy;

• The Behaviour policy;

• Child on Child Abuse Policy;

• The staff behaviour policy (sometimes called a code of conduct).

• The safeguarding response to children who go missing from education; and

• The role of the DSL (including the identity of the DSL and any deputies).

• At least part one of KCSIE 2023. If staff, supply staff, visitors, volunteers, or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors should have a clear glass panel in them and where possible be left open. No visitors, volunteers or parent helpers will be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case. Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action. Use of reasonable force There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here. using reasonable force in response to risks presented by incidents involving children, including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully. By planning positive and proactive behaviour support, for instance by drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers, we will reduce the occurrence of challenging behaviour and the need to use reasonable force.

**12. Keeping Children Safe in Education 2023 - Specific Safeguarding issues.**

All staff have an awareness of the following safeguarding issues through regular training and briefings. Staff are aware that these behaviours can make children vulnerable and put them in danger and that often these issues overlap. Please read and refer to Appendix 2 for additional information and guidance on the below topics.

• Abuse (incl. Physical/Emotional/Sexual/Neglect) Annex 1 • Behaviours linked to safeguarding issues

• Bullying including cyberbullying

• Child on child abuse (inc sexual violence and sexual harassment/sexting-sharing of nude/semi-nude images & upskirting) • Children and the court system

• Children missing from education

• Children who are absent from education

• Child missing from home or care

• Child Criminal Exploitation (CCE)

• Child sexual exploitation (CSE)

• County Lines

• Domestic abuse

• Drugs

• Fabricated or induced illness

• Faith abuse

• Female genital mutilation (FGM)

• Forced marriage • Gangs and youth violence

• Gender-based violence/violence against women and girls (VAWG)

• Homelessness

• Mental health

• Online safety

• Private fostering

• Preventing radicalisation

• Prevent Duty and Channel

• Serious violence

• Trafficking

**For further information, advice and guidance on these issues please see Annex 2 of this document.**

1. **Children potentially at greater risk** of harm All children should be protected however our staff recognise that some groups of children are potentially at greater risk of harm than others. This list is not exhaustive but highlights some of these groups:

• Children who need a social worker (Child in Need & Child Protection)

• Children missing from education

• Elective Home Education (EHE)

• Children requiring mental health support

• Looked after children and previously looked after children

• Children with special educational needs & disabilities/health issues

• Children who are lesbian, gay, bi or trans (LGBTQ+) Paragraphs 170-204 of Keeping Children Safe 2023 explain in more detail about these groups. We support these groups by having:

• Vigilance: to have adults notice when things are troubling them

• Understanding and action: to be heard and understood; and to have that understanding acted upon.

• Stability: to be able to develop an on-going stable relationship of trust with those helping them.

• Respect: to be treated with the expectation that they are competent, rather than not.

• Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.

• Explanation: to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.

• Support: to be provided with support in their own right as well as a member of their family.

• Advocacy: to be provided with advocacy, to assist them in putting forward their views.

1. **Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors**

Our aim is to provide a safe and supportive environment securing wellbeing and best possible outcomes for the children. We take all possible steps to safeguard our children and to ensure that the adults who work at Wildwood Tuition and Childcare are safe to work with children. However, we do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. We ensure that there are procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, volunteers, and contractors:

• Allegations that may meet the harms threshold.

• Allegation/concerns that do not meet the harms threshold, referred to for the purposes of this guidance as ‘low level concerns’. Allegations that may meet the harms threshold We have a good understanding and give due regard to Part 4 of Keeping Children Safe in Education 2023 guidance and Allegations of Abuse - SSCB where it is alleged that anyone working in our education setting providing education for children under 18 years of age, including supply teachers, volunteers and contractors has:

• behaved in a way that has harmed a child or may have harmed a child; and/or

• possibly committed a criminal offence against or related to a child; and/or

• behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

• behaved or may have behaved in a way that indicates they may not be suitable to work with children. This relates to members of staff, supply staff, volunteers, and contractors, who are currently working in any education setting, regardless of whether the provision is where the alleged abuse took place. Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the police. We understand that if we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. If an allegation is made or information is received about an adult who works at our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Louise Nixon immediately. If it is about the sole proprietor, then this needs to be raised with the Designated Officer. Should an allegation be made against the Louise Nixon, this will be reported to Ofsted or will seek advice from the Local Authority Designated Officer (LADO) within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Learning lessons It is important that lessons are learnt when managing all levels and types of allegations. The proprietor will review the circumstances of all cases with Staffordshire’s LADO to determine whether improvements can be made to the school’s or college’s procedures to help prevent similar events in the future. This will be done throughout the entirety of the process and at conclusion.

Lessons will also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual. Where an allegation is concluded to be either unfounded, false, malicious or unsubstantiated the headteacher/case manager (and if they have been involved the LADO) will consider the facts of each case and determine whether any lessons can be learned, and improvements made. Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’ At Wildwood Tuition and Childcare, we promote an open and transparent culture in which all concerns about adults are dealt with promptly and appropriately. Creating this culture enables us to identify inappropriate, problematic, or concerning behaviour early, minimising the risk of abuse and ensuring that adults who work in or on behalf of our school are clear about professional boundaries and act within them in accordance with our ethos and values. What is a low-level concern? Low level does not mean that the concern is insignificant. It is any concern, no matter how small, and even if no more than causing a sense of unease or nagging doubt that an adult working in or on behalf of the school may have acted in a way that is: • inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

• does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:

• being over friendly with children;

• having favourites;

• taking photographs of children on their mobile phone, contrary to policy;

• engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or

• humiliating pupils.

All staff have a good understanding of what constitutes a low-level concern, and we ensure that these low-level concerns are included as part of our staff code of conduct and safeguarding policies.

Sharing low-level concerns We understand how crucial it is that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings. If we are in any doubt as to whether information shared about a member of our staff as a low-level concern in fact meets the harms threshold, we will consult with the LADO. Any member of staff or volunteer who does not feel confident to raise their concerns with Louise Nixon who knows to contact the **LADO on 0300 111 8007.**

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service. 16. Information sharing. We work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with Working Together 2023 & Information sharing advice for safeguarding practitioners Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children’s welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes. As part of meeting a child’s needs, we recognise the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place to set out clearly the processes and principles for sharing information within our setting and with children’s social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

We are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children’s social care.

Our Governing body are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Our Governing body/proprietors/management committees ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. Where children leave our school/academy/college, the DSL will ensure that any relevant Safeguarding file is transferred to the new setting as soon as possible, ensuring secure transit, with confirmation of receipt. In addition to the safeguarding file, our DSL will also consider if it would be appropriate to share any information with the new school/college in advance of the child leaving. For example, information that would allow the new setting to continue supporting the victims of abuse and have that support in place for when the child arrives. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Guidance documents:

• Data Protection: Toolkit for schools

17) **Managing complaints In line with our ethos and culture,**

We encourage children and parents/carers to talk to us if they are unhappy with anything to do with WWT&C. We have a robust internal investigation process. Our complaints policy states clearly the various stages of complaint and where to escalate concerns following completion and outcome of our complaints process. Our complaints policy is available on our website for parents/carers and is also available on request. Safeguarding concerns should be raised immediately. If a concern means a child is at immediate risk, then the individual needs to contact

Staffordshire Children’s Advice and Support Team on (0300 111 8007).

All visitors are given safeguarding information which outlines how to share concerns and code of conduct expected by visitors/contractors.

• The risk management of site security is managed by senior leaders/governance, and we have a clear system of risk assessments and review timescales of these.

• As an early years setting, mobile phones are NOT permitted.

They must either be handed in at the office or left in an individual’s car or staff locker. Staff may use mobile phones in the designated area (staffroom).

• 19) Early years foundation This framework is mandatory for all early years’ providers (Early years foundation stage (EYFS) statutory framework 4 th Sept 2023)

KS1, KS2 GCSE and Functional Skills frameworks are also in place.

**The Early Years Register:**

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early years’ providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. For our staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Child Care (Disqualification) Regulations 2018. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in the following document (2nd bullet point). Guidance documents:

• Statutory framework for the early years foundation stage

• Early years foundation stage (EYFS) statutory framework

As a school / early years setting we ensure that at least one person who has a current paediatric first aid certificate must always be on the premises and available when children are present and must accompany children on outings. Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers. We all have a statutory duty to safeguard and promote the welfare of children. We take this responsibility seriously. If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead

Do not think that your worry is insignificant if it is about hygiene, appearance, or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written / electronic record of your concern. A copy of the form to complete is attached to this and others can be obtained from the school office. All staff to use MyConcern.

Please ensure you complete all sections as described. If you are unable to locate them, ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter. Any allegation concerning a member of staff, a child’s foster carer or a volunteer should be reported immediately to the Louise Nixon.

If an allegation is made about the Head teacher, you should pass this information to the Chair of the Local Governing Body or Ofsted. Alternatively, you can contact the **Local Authority Designated Officer on 0300 111 8007.** The people you should talk to in school are: • Designated Safeguarding Lead: date) WEEK 1 Meet with Head teacher & DSL Physical Intervention Leads or

• The child is left at home alone or with inappropriate carers.

• Adolescent neglect

• Affluent neglect

2. Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The following may be indicators of physical abuse (this is not designed to be used as a checklist):

• Multiple bruises in clusters, or of uniform shape.

• Bruises that carry an imprint, such as a hand or a belt.

• Bite marks.

• Round burn marks.

• Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks.

• An injury that is not consistent with the account given.

• Changing or different accounts of how an injury occurred.

• Bald patches.

• Symptoms of drug or alcohol intoxication or poisoning.

• Unaccountable covering of limbs, even in hot weather.

• Fear of going home or parents being contacted.

• Fear of medical help.

• Fear of changing for PE.

• Inexplicable fear of adults or over-compliance.

• Violence or aggression towards others including bullying; or

• Isolation from peers.

3. Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

•Sexually explicit play or behaviour or age-inappropriate knowledge.

• Anal or vaginal discharge, soreness, or scratching.

• Reluctance to go home.

• Inability to concentrate, tiredness.

• Refusal to communicate.

• Thrush, persistent complaints of stomach disorders or pains.

• Eating disorders, for example anorexia nervosa and bulimia.

• Attention seeking behaviour, self-mutilation, substance abuse.

• Aggressive behaviour including sexual harassment or molestation. • Unusual compliance.

• Regressive behaviour, enuresis, soiling.

• Frequent or open masturbation, touching others inappropriately.

• Depression, withdrawal, isolation from peer group.

• Reluctance to undress for PE or swimming; or

• Bruises or scratches in the genital area.

**4. Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development**.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

• The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.

• Over-reaction to mistakes.

• Delayed physical, mental, or emotional development.

• Sudden speech or sensory disorders.

• Inappropriate emotional responses, fantasies.

• Neurotic behaviour: rocking, banging head, regression, tics and twitches. • Self-harming, drug, or solvent abuse.

• Fear of parents being contacted.

• Running away.

• Compulsive stealing.

• Appetite disorders - anorexia nervosa, bulimia; or

• Soiling, smearing faeces, enuresis. N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment. Parental response Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

• Delay in seeking treatment that is obviously needed.

• Unawareness or denial of any injury, pain, or loss of function (for example, a fractured limb).

• Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.

• Reluctance to give information or failure to mention other known relevant injuries.

• Frequent presentation of minor injuries.

• A persistently negative attitude towards the child.

• Unrealistic expectations or constant complaints about the child.

• Alcohol misuse or other drug/substance misuse.

• Parents request removal of the child from home; or

• Violence between adults in the household.

• Evidence of coercion and control. Disabled Children-When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

• A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child.

• Not getting enough help with feeding leading to malnourishment.

• Poor toileting arrangements.

• Lack of stimulation.

• Unjustified and/or excessive use of restraint.

• Rough handling, extreme behaviour modification such as deprivation of medication, food, or clothing, disabling wheelchair batteries.

• Unwillingness to try to learn a child’s means of communication.

• Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting.

• Misappropriation of a child’s finances; or

• Inappropriate invasive procedures.

Specific safeguarding issues Behaviours linked to safeguarding issues All staff have an awareness of safeguarding issues that can put children at risk of harm. Presenting behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, serious violence (including the link to county lines), radicalisation and consensual and nonconsensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Bullying, including Cyberbullying Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period, where it is difficult for those bullied to protect themselves. It can take many forms, but the main types are:

• Physical (e.g., hitting, kicking, theft)

• Verbal (e.g., racist, or homophobic remarks, threats, namecalling)

• Emotional (e.g., isolating an individual from the activities and social acceptance of their peer group)

• Cyberbullying (including sexting) Guidance on bullying can be found at Preventing & tackling bullying Cyberbullying advice Child on child abuse (incl sexual violence and sexual harassment) All staff have the knowledge and awareness that children are capable of abusing other children (including online). All staff are clear about this school’s policy and procedure regarding child-on-child abuse. We have a separate Child-on-Child Abuse Policy in addition to anti-bullying and behaviour policies to guide, inform and support children, staff and parents/carers. Child-on-child abuse can occur, both physically and verbally, either online or face to face, between two children of any age and sex, with a single child or group of children and can happen both inside and outside of our setting. Children who are victims of this abuse, will find the experience stressful and distressing and it is likely to have an adverse effect their educational attainment. This type of abuse can exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

All staff at recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports of it. They understand the importance of the timely challenge of inappropriate behaviours between peers, many listed below, that are abusive in nature. They are aware of the importance of:

• Making clear that child-on-child abuse including sexual violence and sexual harassment, is never acceptable and that that we have a zero-tolerance approach.

• Not dismissing this abuse as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

• Challenging behaviours (potentially criminal in nature), such as physical and sexual assaults e.g. grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts. All staff know that if we do not challenge and support our children that this will lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report. We have well promoted and easily understood systems in place so that our children feel confident to knowing their concerns will be treated seriously. Please see our Child on Child Abuse Policy. All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of WWT&C will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. We will ensure that children know that the law is in place to protect them rather than criminalise them, and we will be explained in such a way that avoids alarming or distressing them.

Staff are aware of the groups that are potentially more at risk as evidence shows that girls, children with SEND and LGBT children are at greater risk. The DfE states that child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Victims of child-on-child abuse will be supported by the school’s pastoral system and referred to specialist agencies if appropriate. Risk assessment and/or safety planning are an integral part of this support plan, particularly regarding the post incident management. All staff understand, that even if there are no reports in our setting, this does not mean that it is not happening, it may be the case that it is just not being reported.

As such it is important that if staff at have any concerns regarding child-on-child abuse, they speak to their Designated Safeguarding Lead (DSL) or deputy (DDSL). Our staff will not develop high thresholds before acting. Child-on-child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying).

• abuse in intimate personal relationships between peers.

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).

• sexual violence such as rape, assault by penetration and sexual assault and may include an online element which facilitates, threatens and/or encourages sexual violence. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

• sexual harassment such as sexual comments, remarks about clothes and/or appearance, jokes, taunting and online sexual harassment. This also includes the telling of sexual stories, making lewd comments and calling someone sexual names and physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes, and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

• consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal whilst non-consensual is illegal and abusive.

• upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). All staff are aware of the importance of understanding intra familial harms and any necessary support for siblings following incidents. All staff are clear as to the school’s or college’s policy and procedures with regards to child-on-child abuse and the important role they play in preventing it and responding where they believe a child may be at risk from it. If staff have a concern about a child or a child makes a report to them, they will follow the safeguarding referral process. As in any case, if staff are in any doubt as to what to do, they should speak to the DSL/DDSL. Our behaviour policy will support any sanctions.

Guidance Documents:

• Staffsscb-Responding to Sexting Guidance

• Disrespect NoBody campaign

• CEOP-Safety centre

• UKCIS Guidance: Sharing Nudes and Semi-Nudes

• Review of sexual abuse in schools and colleges - GOV.UK ([www.gov.uk](http://www.gov.uk))

• Searching, screening and confiscation in schools

• Sharing nudes and semi-nudes: advice for education settings working with children and young people

•Undressed (lgfl.net) Children Missing Education All professionals working with children, as well as the wider community can help by remaining vigilant to children’s safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child’s safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

A child going missing, particularly repeatedly, can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future. Our school holds at least 2 emergency contact numbers for each pupil. If a child goes missing from our school and we are unable to locate them, we will inform parents/carers and we will also contact the Police to report them missing. This will ensure that the Police and other partners have a true picture of missing episodes, which are indicators of risk for some children. The school will notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries or has been absent without the school’s permission for a continuous period of 10 days or more. The school (regardless of designation) will also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

• Has been taken out of school by their parents and is being educated outside the school system (e.g., elective home education);

• Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);

• Displaced because of a crisis e.g., domestic violence or homelessness;

• Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

• Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or

• Has been permanently excluded. We will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered ‘missing’. Children who are absent from education Children being absent from education for prolonged periods and/or on repeated occasions can act as a vital warning sign to a range of safeguarding issues, including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college’s response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children’s social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

• Working together to improve attendance including information on how schools should work with local authority children’s services where school absence indicates safeguarding concerns.

• Information regarding schools’ duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department’s statutory guidance: Children missing education .

• Further information for colleges providing education for a child of compulsory school age can be found in: Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges

• General information and advice for schools and colleges can be found in the Government’s Missing Children and Adults strategy. Child Missing from Home or Care There are strong links between children involved in criminal and sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children. Most children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point. Guidance document:

• Children who run away or go missing from home or care Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. We are aware of the Child Exploitation Risk Factor Matrix as a proactive tool used to measure risk at the earliest opportunity/early indicator of potential exploitation. Child Criminal Exploitation (CCE) Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm, from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Some of the following can be indicators of CCE:

• children who appear with unexplained gifts or new possessions.

• children who associate with other young people involved in exploitation.

• children who suffer from changes in emotional well-being.

• children who misuse drugs and alcohol.

• children who go missing for periods of time or regularly come home late.

• children who regularly miss school or education or do not take part in education. Guidance documents:

• Safeguarding children who may have been trafficked

• Child Exploitation - StaffsSCB Child sexual exploitation (CSE) CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child’s immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. The above CCE indicators can also be signs of CSE, as can having older boyfriends or girlfriends and/or suffering from sexually transmitted infections/becoming pregnant. Guidance documents:

• Child Sexual Exploitation Definition & Guidance

• Know about CSE County Lines County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and/or store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes, and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRF) should be considered via the Police. Further information can be found here National Referral Mechanism If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Like other forms of abuse and exploitation, county lines exploitation: -

• Can affect any child or young person (male or female) under the age of 18 years.

• Can affect any vulnerable adult over the age of 18 years.

• Can still be exploitation even if the activity appears consensual.

• Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.

• Can be perpetrated by individuals or groups, males or females, and young people or adults and

• Is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

**Guidance Document:**

• Criminal Exploitation of Children and Vulnerable Adults; County Lines

• County Lines toolkit Domestic Abuse Any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse:

• Psychological

• Physical

• Sexual

• Financial

• Emotional

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people, can also occur within their personal relationships, as well as in the context of their home life. We will signpost and support our children/ young people. We are an Operation Encompass school and act appropriately when we receive an alert to support the children in our school.

**Guidance Documents:**

• Domestic Violence and Abuse

• Domestic Abuse-Staffsscb

• NSPCC-Domestic Abuse

• Operation Encompass helpline 0204 513 9990 (8am-1pm Mon-Fri)

Drugs There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from nonattendance and poor attainment , poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

**Guidance Documents:**

• NSPCC-Parental Substance Misuse

• Drugs Advise for Schools Fabricated or Induced Illness (FII) Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause. There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child’s health should be discussed with a health professional who is involved with the child. NHS-Overview-Fabricated or Induced Illness Homelessness Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL/DDSL are aware of local contact details and referral routes into local housing organisations, so they can raise/progress concerns at the earliest opportunity. Indicators of risk include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this will not replace a referral into children’s social care where a child has been harmed or is at risk of harm. We also recognise that in some cases 16/17 yr olds could be living independently from their parents or guardians and they will require a different level of intervention and support. Children’s services will be the lead agency for these young people and the DSL will ensure that appropriate referrals are made based on the child’s circumstances. Honour-based Abuse So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors, when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Female Genital Mutilation (FGM) FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. It is known by several names including “cutting‟, “female circumcision‟ or “initiation‟. The term female circumcision suggests that the practice is like male circumcision, but it bears no resemblance to male circumcision, and it has serious health consequences with no medical benefits. FGM is also linked to domestic abuse, particularly in relation to “honour-based abuse”. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either via disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It is rare to see visual evidence, and children should not be examined but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless there is good reason not to, they should still consider and discuss any such case with the DSL (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where staff do not discover that FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff will follow local safeguarding procedures. Guidance Documents: -

• Multi Agency Statutory guidance on Female Genital Mutilation

• Female Genital Mutilation Act 2003

Forced Marriage Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. The threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some perpetrators use perceived cultural practices, to coerce a person into marriage. Schools and colleges play an important role in safeguarding children from forced marriage. There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person’s parents, extended family, or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be ‘one chance to save a life’. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual, and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced. From February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to nonbinding, unofficial ‘marriages’ as well as legal marriages. School and college staff can contact the Forced Marriage Unit for advice or information:

**Contact: 020 7008 0151 or email** [**fmu@fcdo.gov.uk**](mailto:fmu@fcdo.gov.uk).

Guidance Document:

• Forced Marriage

• The right to choose: government guidance on forced marriage Mental Health All staff have an important role to play in supporting the mental health and wellbeing of our pupils and are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Guidance and helpful documents: -

• Addressing Trauma and Adversity

• Mental Health and Behaviour in Schools Guidance.

• Preventing and tackling bullying

• Every Interaction Matters

• MIND-Parenting Capacity and Mental Health

• NSPCC-Mental Health and Parenting

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and by speaking to the designated safeguarding lead or a deputy. Online Safety The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sextortion, sexual predation, and technology often provides the platform that facilitates harm. We realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. We have an effective whole school/college approach to online safety which empowers us to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

• Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

• Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

• Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and • Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/). Consideration of these 4Cs (above) will provide the basis for our Online Safety policy.

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement.

For another level of protect, each computer has a piece of monitoring software installed called ‘Securus Monitor’, which logs keystrokes, monitors websites accessed and also actively scans the screen for potentially inappropriate content. This too is centrally logged and can be traced back to an individual user. Securus NET is installed on all iPads now as well which monitors web activity. We will review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard. We have an online safety policy, which identifies the usage and expected behaviour of children/students.

Education at home/Remote learning: -

Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE;

Safeguarding in schools, colleges and other providers and safeguarding in remote education.

The staff Code of Conduct contains information on online safety for staff. We provide information for parents on online safety through newsletters.

• Children’s Commissioner-Online Safety

• Teaching online safety in schools

• Appropriate Filtering and Monitoring

• CEOP-Safety Centre

• National Cyber Security Centre

• NSPCC-Undertaking remote teaching safely

• 360 Degree Safe - Online Safety Review Tool

• UKCCIS-UK Council for Child Internet Safety Private Fostering A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering. Close relatives are defined as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent. People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

• Children who need alternative care because of parental illness.

• Children whose parents cannot care for them because their work or study involves long or antisocial hours.

• Children sent from abroad to stay with another family, usually to improve their educational opportunities.

• Unaccompanied asylum seeking and refugee children.

• Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.

• Children staying with families while attending a school away from their home area. Our staff will notify the DSL/DDSL when they become aware of a private fostering arrangement**. There is a mandatory duty on the school to inform Staffordshire Children’s Social Care of a private fostering arrangement by contacting (0300 111 8007**), who then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

**Guidance Document:**

• Children Act 1989 – Private Fostering Preventing Radicalisation Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

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

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

• Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause. We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society’s values. Pupils and staff 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. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. It is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the our safeguarding duty. The DSL (and any deputies) should be aware of local procedures for making a Prevent referral. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

Prevent Duty and Channel Prevent The school governors, Louise Nixon the DSL will assess the level of risk and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school’s profile, community and philosophy. All schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty and is part of our setting’s wider safeguarding obligations. Designated safeguarding leads and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. Our school has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. We will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called ‘Securus Monitor’ Channel. Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Staffordshire Police Counter-Terrorism Unit, and it aims to:

• Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.

• Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

• Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

• The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s participation in the programme is entirely voluntary at all stages.

• Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel

(Section 38, Counter Terrorism and Security Act 2015). Guidance Documents:

• The Prevent Duty.

• Educate Against Hate

• ACT Early | Prevent radicalisation Serious Violence All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Guidance documents:

• Home Office Preventing Youth Violence and Gang Involvement

• Criminal Exploitation of Children and Vulnerable Adults; County Lines Appendix 3 Allegations about a Member of Staff (Incl supply), or Volunteer 1.

Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:

• Physical For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.

• Emotional For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children’s rights, and attitudes that discriminate on the grounds of race, gender, disability, or sexuality.

• Sexual For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault, and rape.

• Neglect For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

• Spiritual Abuse For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, the proprietor should be notified immediately.

3. The Proprietor will exercise and be accountable for their professional judgement on the action to be taken as follows:

• If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify the Staffordshire Designated Officer (LADO) (0300 111 8007).

The LADO will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Staffordshire Children’s Social Care to address the needs of children likely to have been affected.

• If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school’s own internal procedures.

• If the proprietor decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.

4. Where we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers). In no circumstances will our school/college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Governing body/proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

5. Where an allegation has been made against the Proprietor, then the Chair of the Governing Body or Ofsted takes on the role of liaising with the LADO in determining the appropriate way forward. Allegations of Abuse - SSCB

6. Where the allegation is against the sole proprietor, the referral should be made to the LADO directly.

Appendix 4 Indicators of Vulnerability to **Radicalisation**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

• The demonstration of unacceptable behaviour by using any means or medium to express views which

• Encourage, justify, or glorify terrorist violence in furtherance of beliefs

• Seek to provoke others to terrorist acts

• Encourage other serious criminal activity or seek to provoke others to serious criminal acts or

• Foster hatred which might lead to inter-community violence in the UK.

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

5. Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff can recognise those vulnerabilities.

6. Indicators of vulnerability include:

• Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.

• Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.

• Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

• Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.

• Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.

• Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. 7. This list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism. 8. More critical risk factors could include:

• Being in contact with extremist recruiters.

• Family members convicted of a terrorism act or subject to a Channel intervention.

• Accessing violent extremist websites, especially those with a social networking element.

• Possessing or accessing violent extremist literature.

• Using extremist narratives and a global ideology to explain personal disadvantage.

• Justifying the use of violence to solve societal issues.

• Joining or seeking to join extremist organisations.

• Significant changes to appearance and/or behaviour; and

• Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

SPOC Contacts Prevent Leads Contact Name Email Address Cannock Oliver Greatbach olivergreatbatch@cannockchasedc.gov.uk East Staffs Mike Hovers Michael.hovers@eaststaffsbc.gov.uk Lichfield Yvonne James Yvonne.James@lichfielddc.gov.uk Newcastle Georgina Evans Georgina.Evans@newcastle-staffs.gov.uk South Staffs Maggie Quinn M.Quinn@sstaffs.gov.uk Stafford Victoria Cooper vcooper@staffordbc.gov.uk Staffs Moorlands David Smith david.smith@staffsmoorlands.gov.uk Tamworth Joanne Sands joanne-sands@tamworth.gov.uk Staffordshire County Council (Safer Communities) Fiona Chapman fiona.chapman@staffordshire.gov.uk Staffordshire Police Prevent Team Sam Cartlidge prevent@staffordshire.police.uk Appendix 5 Appendix 6 Role of the Staffordshire LADO The Staffordshire LADO (Local Authority Designated Officer) promotes a safer children’s workforce by providing effective guidance, advice, and investigation oversight to cases. They may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children’s workforce are relevant. The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children’s Social Care. Staffordshire LADO is not directly responsible for investigatory activities but will actively support any investigation and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together. They will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS. The StaffsSCB inter-agency procedures for: Allegations of Abuse - SSCB is based on the framework for dealing with allegations made against an adult who works with children, this is detailed in Working Together 2018 and 2023 and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner, that a thorough, proportionate, and fair process is followed and that processes are open to challenge. Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed. Guidance for Safer Working Practice is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive. Who to refer concerns to: All reports of concern or allegation to the Staffordshire LADO (Local Authority Designated Officer) that an adult working or volunteering with children:

• behaved in a way that has harmed a child or may have harmed a child.

• possibly committed a criminal offence against or related to a child.

• behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

• behaved or may have behaved in a way that indicates they may not be suitable to work with children

Step 1: Follow KCSiE 2023 Guidance. Proprietor will contact the LADO on 0300 111 8007 Step 2: Staffordshire Childrens Advice and Support Team will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and assist in initiating any additional safeguarding activities. If your concern or allegation is urgent and outside of office hours telephone: 0345 6042 886 (the Emergency Duty Team). This single referral point will provide a responsive and inclusive service for all children’s workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.

**Appendix 7 Useful safeguarding contacts**

• Staffordshire Education Safeguarding Advice Service (ESAS) on 01785 895836 email: [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk)

• Local Authority Designated Officer (LADO) 0300 111 8007

• Staffordshire Childrens Advice and Support (SCAS) 0300 111 8007

• Emergency Duty Services (EDS-out of hours safeguarding concerns) 0345 604 2886 or email [eds.team.manager@staffordshire.gov.uk](mailto:eds.team.manager@staffordshire.gov.uk)

• Staffordshire Police Multi Agency Safeguarding Hub (MASH) via 101, in an emergency please dial 999

• Stoke-on-Trent Children’s Services: Chat and Advice Service (CHAD) 01782 235100 Emergency Duty Team: 01782 234234 (outside office hours) • Dave Atherton - School Guidance around Asylum Seekers (Central Thoroughfare Team) [david.atherton@staffordshire.gov.uk](mailto:david.atherton@staffordshire.gov.uk)

• Staffordshire Police coordinator: Mark Hardern Tel: 07539 3636299 Email: [mark.hardern@staffordshire.pnn.police.uk](mailto:mark.hardern@staffordshire.pnn.police.uk)

• Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email [prevent@staffordshire.police.uk](mailto:prevent@staffordshire.police.uk)

• PHSE Coordinator Natalie McGrath natalie@staffscvys.org.uk Local Advice

• New Era

• Fostering Service (Staffordshire) 0800 169 2061 email fostering&adoptionbus@staffordshire.gov.uk Out of Hours: Emergency Duty Service 01785 354030

• Staffordshire Safeguarding Children Board StaffsSCB

• Entrust HR Services (subscription basis) 01785 278961 • Fostering Service (Stoke-on-Trent) 01782 234555 Email: [fostering@stoke.gov.uk](mailto:fostering@stoke.gov.uk)

• Stoke-on-Trent

• Family Information Service Hub (F.I.S.H) 01782 232200 email fish@stoke.gov.uk Useful Safeguarding links NSPCC

• Harmful sexual behaviour (HSB) NSPCC Learning

• Keeping children safe online-online safety/sexting/sending nudes National Contacts

• CEOP (Child Exploitation and Online Protection) CEOP Safety Centre • Professionals Online Safety Helpline – 0844 381 4772 Safer Internet Helpline

• Internet Watch Foundation (IWF) – Internet Watch Foundation

• Safer Internet Centre – [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

• Childline – 0800 1111 Childline

• Ofsted – General enquiries: 0300 123 1231 About Schools: 0300 123 4234 Concerns: 0300 123 4666 e-mail: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

• HM Government (advice on protecting children from radicalisation for parents, teachers, and leaders) [www.educateagainsthate.com](http://www.educateagainsthate.com)

• NSPCC Harmful Sexual Behaviour project: 0844 892 0273 Useful websites • Staffordshire Safeguarding Children Board StaffsSCB

• Child Exploitation and Online Protection Centre (CEOP) – CeopPolice & knowaboutcse

• NSPCC – 24-hour Child Protection Helpline 0808 800 5000 NSPCC

• Stop It Now! child sexual abuse helpline

• Women’s Aid - 24 Hour Helpline: 0870 2700 123

• UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999. Unicef.

Child on Child Abuse Policy 2023 Including Sexual Violence and Sexual Harassment between children

This policy is available on request from the office. We also inform parents and carers about this policy when their children join and through our newsletter. The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct.

This policy is read alongside the guidance included in:-

• Keeping Children Safe in Education 2023

• Sexual violence & sexual harassment between children in schools and colleges Sept 2021 This policy will be reviewed in full by the Governing Body on an annual basis.

This policy was last reviewed and agreed in June 2024 ad will be reviewed annually

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Purpose of the Policy The purpose of this policy is to:

• Provide clarity on what is meant by child-on-child abuse in all its forms

• Understand the culture within our setting

• Evidence how ALL staff support the children in our setting

• Give children confidence that they will be supported and informed

• Give parents/carers the assurance that staff know how to deal with this abuse

• Evidence how our safeguarding staff handle reports / concerns / disclosures

• Inform of the post incident management process/ongoing support/safety planning In addition to this policy, we have other policies that support this and that should be read in conjunction with this policy:

Anti-Bullying including Online Bullying Policy Safeguarding Policy Whistleblowing Policy Behaviour Policy Health and Safety Policy Online Safety Policy 2. Our staff :

• recognise the increasing national concern regarding this issue as highlighted in the Keeping Children Safe in Education 2023

• are aware of the level and nature of risk that our pupils are or may be exposed to

• understand the important role that they play in the culture of vigilance

• recognise child-on-child abuse of all types

• are confident and competent in responding promptly and appropriately with timely challenge of the attitudes and behaviours of child-on-child abuse (both inside and outside the classroom)

• listen to children, capture their voice, and help to create a culture in which our children feel able to share their concerns openly, in a non-judgemental environment

• will not downplay behaviours and dismiss them as ‘just banter’, ‘having a laugh’ or ‘part of growing up’

• understand that by dismissing unacceptable behaviours it can lead to an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not having the confidence to come forward, speak out and report what has happened to them.

• report and record their concerns following our safeguarding referral processes

• understand that even if there are no reports of this type of abuse that it ‘does happen here’

• are committed to a whole setting, whole staff approach, to ensure the prevention, early identification, and appropriate management of child-onchild abuse within our setting and beyond

• recognise and understand that children who harm others, may have additional or complex needs of their own, e.g., significant disruption in their own lives, exposure to domestic abuse, witnessing/suffering abuse as well as educational under-achievement and possibly an involvement in criminal activity and therefore they too, will need support.

• encourage parents to communicate with us so that we can work together to ensure and enable a prompt and appropriate response to any type of child-on-child abuse.

• know that putting a stop to child-on-child abuse of any type and ensuring the safety of our children is a priority in our education setting.

• regard the introduction of this policy as a positive, proactive, and preventative measure

We work hard to create a culture where child-on child abuse does not happen. We strive to create an ethos of mutually respectful behaviour. However, if this type of abuse is seen, heard or reported ALL staff are confident in their actions and subsequent support.

All staff have undergone training in child development.

The DSL & DDSL have undertaken emotional coaching training and this will be rolled out to all staff with the aim of supporting our children to recognise their emotions and those of their peers and being to work through difficulties in an age and stage appropriate manner.

All staff have watched the video ‘In conversation with Soma Sara’.

Our children ALL children are at risk of child-on-child abuse, but some groups are more vulnerable than others to abuse and include the following:

• A child with additional needs and disabilities

• A child living with domestic abuse

• A child who is at risk of/suffering significant harm

• A child who is at risk of/or has been exploited or at risk of being 5 exploited, criminally/sexually

• A looked after child

• A child who goes missing from school/home or is missing education

• Children who identify as or are perceived as LGBTQI+ (The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. These risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for these children to speak out or share their concerns with members of staff). Research tells us that girls are more frequently identified as being abused by their peers and more likely to experience unwanted sexual touching, sexual violence and/or sexual harassment. They often are exploited into gangs and are victims of sexual violence when in those gangs. However, we are aware that these are behaviours not just confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti-social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence because of gang culture. We encourage our children to talk to us and tell us when they are worried and what they are worried about, be it about themselves or another child. We are confident that our children know:

• who to speak to and/or where to go for support

• that they will be listened to, taken seriously and not dismissed

• that they will receive the right help at the right time

• that they will receive ongoing support

• that they will be supported to feel safe in school

• that they will be supported to continue to access their education We reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. Victims will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. We will ensure that we explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids causing alarm or distress.

6 We also inform our children that there are other ways to report abuse if they are worried about themselves or other children and for whatever reason don’t feel that they can speak to staff. And, for example: NSPCC Helpline on 0808 800 5000 or by emailing help@nspcc.org.uk. Get Support | Childline Due to the age and stage of development of our children, we work hard to develop the child’s voice through the promotion of a total communication environment and the use of ATAAC. Developing our children’s ability to make choices is central to this. We support the child’s ability to recognise and communicate their feelings, for example, the adult will say ‘I wonder if you are tired’ or ‘I see that you are cross’, using symbols and modelling language so that children begin to identify how they and others might be feeling. Using the ‘something’s wrong’ page in the PODD book is a useful tool to talk about feelings. Many of our children are largely reliant on adult support, particularly in terms of intimate care. We ensure that it is a familiar adult that supports a child with this and even at an early age, we promote pants as being ‘private.’ Through the promotion of positive relationships, we teach our children that it is okay to say ‘no’. For example, if they have a toy, we encourage them to share it with others but they can play with it by themselves if they choose to do so. In the same way, if they do not want to join in a game, it is their choice. As adults, we model how to treat each other with respect, waiting our turn, using our manners and apologising if we make a mistake. We are working hard to create a learning environment that embraces diversity, through our use of resources, equipment and by actively challenging any bias attitudes.

4. Child-on-Child Abuse - What is it?

Most of our children’s interactions with each other are age and stage appropriate, as they discover, explore and learn how to function socially. We would expect incidents of peer on peer abuse to be extremely rare but recognise the importance of all our staff being aware of it and being vigilant at all times. We also recognise that we host some young people on placements who may themselves be victims of peer on peer abuse and thus we have a responsibility to know how to best support them. Child-on-child abuse is any form of physical, sexual, emotional, and financial abuse using coercion/power and/or control by an individual child or group of children and is exercised between children and within their relationships (both intimate and nonintimate).

All staff in our setting recognise that children can abuse their peers and are aware of the different forms that these safeguarding issues take:

• Bullying-emotional/physical so repeated behaviour which is intended to hurt 7 someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)

• Online/Cyber bullying • Prejudiced relating bullying

• Sexual Violence, Sexual Harassment and Sexually Harmful behaviour. • Sexting sharing of nude or indecent (youth produced sexual imagery).

• Abuse in intimate relationships, including teenage relationship abuse

• Initiation/hazing type violence and rituals.

• Hate crime

• Child Criminal Exploitation

• Child Sexual Exploitation

• Gang association and serious violence - County Lines

• Radicalisation This abuse can be motivated by perceived differences. e.g. on grounds of race, religion, gender, sexual-orientation, disability or other differences and result in significant, long lasting, and traumatic isolation, intimidation and/or violence to the victim. We will record all instances of child-on-child abuse and inform parents /carers of such incidents. Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated over time. Children and young people who are bullied and/or who bully others may have serious and lasting problems. To be considered bullying, the behaviour must be aggressive and include the following:

• an imbalance of power such as physical strength, access to embarrassing information, or popularity to control or harm others. These imbalances can change over time and in different situations, even if they involve the same people.

• repetition as these behaviours happen more than once or have the potential to happen more than once.

• actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason, e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose. Any behaviours that may need to be handled with sanctions will be in line with our policies relating to

Behaviour Policy,

Anti-bullying Policy,

Safeguarding Policy,

Online Safety Policy

Online bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms, etc.) to harass threaten or intimidate someone for the same reasons as stated above. It can take many forms and this list is not 8 exhaustive:

• Abusive or threatening texts, emails, or messages

• Posting abusive comments on social media sites

• Sharing humiliating videos or photos of someone else

• Stealing someone’s online identity

• Spreading rumours online

• Trolling-sending menacing or upsetting messages through social networks, chat rooms or games

• Developing hate sites about another person

• Prank calls or messages

• Group bullying or exclusion online

• Anonymous messaging

• Encouraging a young person to self-harm

• Pressuring children to send sexual messages or engaging in sexual conversations. Prejudiced related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society, e.g. disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity. Sexual Violence, Sexual Harassment and Sexually Harmful Behaviour (SHB) Sexual Violence, Sexual Harassment and Sexually Harmful Behaviour (SHB) can occur between two children of any age and sex or with groups of children by sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in any setting where pupils are together and that the impact of this behaviour on children can be extremely distressing, impacting on their emotional health and wellbeing as well as affecting their academic achievement. Sexual Violence and Sexual Harassment must be referred immediately to the Designated Safeguarding Lead (DSL). Sexual Violence - For this policy we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

• Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person

(B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

• Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person

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

Sexual Harassment - For this policy we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. We refer to this in the context of child-on child sexual harassment. Sexual harassment is likely to violate a child’s dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

• Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names

• Sexual “jokes” or taunting

• Physical behaviour, such as deliberating brushing against someone, interfering with someone’s clothes and displaying pictures, photos, or drawings of a sexual nature; and

• Online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); sexualised online bullying and inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence Sexually Harmful Behaviour (SHB) In this policy we recognise the importance of distinguishing between healthy, problematic, and sexually harmful behaviour. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour, and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. It may include:

• inappropriate sexual language

• inappropriate role play

• sexual touching

• sexual assault/abuse Consent is when someone agrees by choice and has the freedom and capacity to make that choice. It is important to note that:

• A child under the age of 13 can never consent to any sexual activity 10 • The age of consent is 16

• Sexual intercourse without consent is rape Sexting - the sharing of nude or indecent imagery (youth produced sexual imagery) The term ‘sexting’ relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often ‘shared’ via social networking sites and instant messaging services. These images may have been because of upskirting. Initiation/Hazing Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as sports team, etc. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite passage. Many rituals involve humiliation, embarrassment, abuse, and harassment. Teenage relationship abuse Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, to gain power and maintain control over the partner. This abuse may be child sexual exploitation. Hate Crime Hate crimes happen because of race, gender identity, religion, sexual orientation, and disability. They can happen anywhere, home, school and in the community and can be frightening for both victim and witnesses and is an offence. Hate crimes can include:

• physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson

• threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints

• verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats 11 5. Indicators that a child may be suffering from Child-on-Child abuse Indicators and signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include:

• failing to attend school, disengaging from classes, or struggling to carry out school related tasks to the standard ordinarily expected

• physical injuries

• experiencing difficulties with mental health and/or emotional wellbeing

• becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much

• broader changes in behaviour including alcohol or substance misuse. • changes in appearance and/or starting to act in a way that is not appropriate for the child's age

• abusive behaviour towards others Abuse affects our children and their presenting behaviours in different ways and the list above is not exhaustive. Children who present with one or more of these signs are not necessarily victims of abuse and their behaviour will depend on their individual circumstances. ALL staff are alert to behaviour that may cause concern and think about what the behaviour might signify. We actively encourage children to share with us any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behaviour can be investigated and understood with the appropriate support in place. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

6. Responding to a concern/incident/disclosure of child-on-child abuse Child-on-child abuse may occur in our school, on the way to or from school or out in the community. Consideration will be given to many aspects of the abuse and here are a few examples:

12 • Does it involve a single incident or has occurred over time?

• Is the behaviour problematic and concerning?

• Does it involve any overt elements of victimisation or discrimination, e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability?

• Is there any element of coercion or pre-planning?

• Does it involve a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power?

• Has there been a misuse of power? It is also important that we:

• ascertain if there were there any witnesses to the abuse

• make notes and record all conversations with children spoken to as well as parents/carers/other professionals, including any actions taken

• treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves

• ensure that a safeguarding response is in place for both victim and alleged perpetrator Consideration should also be given to supporting children who have witnessed child-on-child abuse of any kind. This is likely to be traumatic and support may be required. We will signpost to agencies and support services available where needed. We will do all that we can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed following this. Social media is likely to play a part in the fall out from any incident and friends from either side could well harass the victim or alleged perpetrator online as well as face to face. Any evidence we have of students using social media or inappropriately will be sanctioned according to our existing policies.

7. Responding to all reports and concern of sexual violence and/or sexual harassment between children. We have covered at point 6 what we do when responding to child-on-child abuse concerns/disclosures and these all apply to sexual violence and sexual harassment between children’s disclosures; however, we recognise the complexity and challenges that we face following the report of this particular type of abuse. Guidance is clear in that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every particular case; it provides effective safeguarding practice and principles for us to consider in our decision-making process and on a case-by-case basis. Our Designated Safeguarding Lead (DSL) and deputy (ies) (DDSLs) will take the lead role when dealing with this type of abuse using their professional judgement and working together practices. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure and it is important to maintain a calm, considered and appropriate response to any reports. We understand that it is not easy for children to tell us about this type of abuse, and they may struggle to make a direct verbal report. Therefore, observations of changes in presenting behaviours are key. See Point 5 above. We understand the importance of our initial response to a report and how this can encourage or undermine the confidence of future victims of sexual violence and sexual harassment. The culture in our setting is key to this. On occasions the victim may not wish for their identity to be known and there are no easy or definitive answers when this is requested. If the victim does not give consent to share information, we may still lawfully share it, if it can be justified to be in the public interest. For example, to protect children from harm and to promote the welfare of children.

The Designated Safeguarding Lead will consider the following:

• The wishes of the victim in terms of how they want to proceed

• The victim(s) should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered - we will balance this aspect and the need to balance our duty and responsibility to protect other children

• The nature of the alleged incident(s) including might a crime have been committed and consideration of any display of harmful sexual behaviour • The ages of the students involved

• The developmental stages of the students involved

• Any power imbalance between the students (e.g. Is the alleged perpetrator significantly older? Does the victim have a disability or learning difficulty?)

• If the alleged incident is a one off or a sustained pattern of abuse (the sustained pattern of abuse may not just be of a sexual nature)

• That sexual violence and sexual harassment can take place within intimate personal relationships between peers

• Whether there are ongoing risks to the victim, other children, adult students, or staff

• Other related issues and wider context, including links to any forms of child exploitation

When we talk about Sexual Violence and Sexual Harassment between children, we will refer to ‘victim’ and ‘alleged perpetrator’. This does not mean that we are taking sides nor making any judgement, but for the purpose of this policy we will refer to children involved in this way. Victim - When we speak to the ‘victim’ we will:

• listen and take any disclosure seriously

• never make them feel that they are creating a problem or be ashamed • reassure them that they will be kept safe

• handle the situation with sensitivity

• use proper names for body parts but record exactly any language or vocabulary used by the child

• ask open questions and not lead the victim

• ascertain where the abuse occurred as this may highlight ‘hot spots’ or vulnerable locations in our setting or within the community which may need to be revisited by either ourselves (in school) or by alerting police/partners if it is in the community

• ascertain if other children witnessed this abuse

• consider ongoing support within our setting

• consider any referrals for external support Parents or carers of the victim will be informed (unless this would put the victim at greater risk). Rape, assault by penetration and sexual assaults are crimes and the DSL will have to balance the victim’s wishes against their duty to protect the victim and other children within the school setting. If we do decide to make a referral to children’s social care and/or a report to the police against the victim’s wishes, this will be handled extremely carefully, the reasons will in most cases be explained to the victim and appropriate specialist support offered. We will also consider the following:

• The wishes of the victim in terms of how they want to proceed

• That the victim(s) should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. (We will balance this aspect and the need to balance our duty and responsibility to protect other children)

• The nature of the alleged incident(s) including might a crime have been committed and consideration of any display of harmful sexual behaviour.

• The ages of the students involved

• The developmental stages of the students involved

• Any power imbalance between the students (e.g. is the alleged perpetrator significantly older? Does the victim have a disability or learning difficulty?)

• If the alleged incident is a one off or a sustained pattern of abuse (the sustained pattern of abuse may not just be of a sexual nature)

15 • That sexual violence and sexual harassment can take place within intimate personal relationships between peers

• Are there ongoing risks to the victim, other children, adult students, or staff

• Other related issues and wider context, including links to any forms of child exploitation We will give all the necessary support for the victim to remain in school; however, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college will be considered to enable them to continue to receive suitable education. This will only be at the request of the victim (and following discussion with their parents or carers). Alleged perpetrator - When we speak to the ‘alleged perpetrator’ we will:

• listen to what they say and not dismiss their account

• handle the situation with sensitivity and a non-judgemental approach • offer ongoing support

• record all conversations and all action taken

• consider any referrals for external support, e.g. Youth Offending Service/Catch 22 When to inform the alleged perpetrator will be a decision that will be carefully considered. Where a report is going to be made to children’s social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. There are four likely scenarios we will need to consider when managing any reports of sexual violence and/or sexual harassment:

a) Manage internally - In some cases of sexual harassment (for example, one-off incidents), we may take the view that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally using our own sanctions in line with our behaviour and anti-bullying policies and by providing pastoral intervention and support.

b) Early Help - We may decide that the children involved do not require statutory interventions but may benefit from early help where we are the lead professional. Early help means providing support as soon as a problem emerges, at any point in a child’s life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. This will help to evidence the support that we have given, the work undertaken and if desired outcomes have been achieved

c) Referral to the police - See Section 8 below

d) Referral to the police - See Section 9 below 16 8.

Reporting to the Police: We understand our responsibilities to call the Police and reporting forms of child-on-child abuse. This does not mean that we are looking to criminalise children, and this may not always be necessary. The guidance that we follow is: When to call the police (guidance for schools and colleges) Outcome Sexting Guidance In any form of child-on-child abuse where it is believed that an offence has been committed, a report may be made to the Police. Where a report has been made to the police, we will consult with the police and agree what information is appropriate to disclose to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity. This may also include the development of a clear and robust safety and support plan as part of this early help process. However, as you will see further on in this policy, risk assessing, and safety planning is a key aspect of all child-on-child abuse (see Post Incident Management section 12). Regarding sexual violence and sexual harassment between children, where there is a report of a rape, assault by penetration or sexual assault, the starting point is that this should be passed to the police who will advise and log according to their own guidelines.

9. Referring to Staffordshire Children’s Advice and Support In all cases of child-on-child abuse, but in particular with sexual violence and sexual harassment, consideration will be given to the reporting of the **matter to Children’s Social Care via Staffordshire Children’s Advice and Support service on 0300 1313 126.** In making this decision, we must consider whether a child is at risk of harm or is in immediate danger. In some cases, children’s social care will review the evidence and decide that a statutory intervention is not appropriate, and, in these circumstances, we will consider other support mechanisms, such as early help, specialist support/referrals and pastoral support within a formalised plan. We will consider starting an Early Help process where we are the lead professional.

However, if the DSL/DDSL feels that the child remains in immediate danger or at risk of harm, they may refer again. The threshold document will help and support our decision making. Threshold Framework: Accessing the right help at the right time. At this referral stage, we will inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of children’s social care. If a referral is made, children’s social care will then make enquiries to determine whether any of the children involved need protection or other services. Where statutory assessments are appropriate, we will work alongside, and cooperate with, the relevant lead social worker. This collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children requiring support. We will not wait for the outcome, or even the start of a children’s social care investigation before protecting the victim and other children in the school. It will be important for us to work closely with children’s social care (and other agencies as required) to ensure any actions we take do not jeopardise a statutory investigation.

10.Working with our parents and carers.

We will, in most instances, engage with both the victim’s and the alleged perpetrator’s parents or carers when there has been a report of child-on-child abuse including sexual or sexual harassment. The exception to this rule is if there is a reason to believe that informing a parent or carer will put a child at additional risk. We will carefully consider what information provided to the respective parents or carers about other children involved and when to do so. In some cases, children’s social care and/or the police will have a very clear view on this aspect, and it will be important for us to work with relevant agencies to ensure a consistent approach is taken to information sharing. It should be the case that we will meet the victim’s parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

(See Post Incident Management-Point 12)

It is also likely that we will meet with the alleged perpetrator’s parents or carers to discuss any arrangements that are being put into place that impact the alleged 18 perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. We will be clear and transparent and explain the reason behind any decisions. Support for the alleged perpetrator will be discussed including any referrals, if appropriate. We realise that parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. Details of organisations that support parents are provided on the school website and at the end of the policy.

11.Sanctions

We will decide appropriate sanctions on a case-by-case basis in line with our Behaviour Policy and any graduated response required. As previously mentioned. We will take behaviour seriously and again use a graduated response to this, whilst also educating them the importance of resolving any conflict in a respectful and restorative way. If there is police involvement, we will work closely with them to ensure that any disciplinary action taken by us, as a result of the incident, does not jeopardise the police investigation.

12.Post Incident Management

It is vital that all children involved in child-on-child abuse are given appropriate and ongoing support for as long as it is required/needed. This may include referrals to other agencies/professionals outside our setting and this decision will be made in conjunction with the children, their parents/carers, and other professionals. If there are other professionals involved, then we will liaise with those colleagues to ensure that we are working together and understand one another’s role in this support. There may be delays in any case that is being progressed through the criminal justice system. However, we will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator, and other children in the school and moving forward with our post incident management. Support planning is vital, and it is it is imperative that following any incident the children involved continue to feel supported and receive help even if they tell us that they are coping and managing. Sometimes feelings of embarrassment, remorse, regret, or unhappiness may occur at a much later stage. We will do our best to ensure that they do not engage in any further harmful behaviour either 19 towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) will happen as part of this plan. Referrals may have already happened as mentioned previously in this policy, but it is important to establish which professionals continue to work with all children involved in this process and this is helped with robust planning Safety planning/Risk assessment Integral to post incident management is robust safety planning/risk assessment and this is an invaluable and necessary process. It is one of our key priorities as part of the post incident management. When looking at this process, consideration should be given to the following:

• if this is an ongoing police investigation, we will ask the police if we have any questions about the progress of the matter for example, are there any bail conditions in place or has there been a charging decision. It is key to have a central point of contact with the police for updates and progress. Where required, advice from the police will be sought to help us to manage our safeguarding responsibilities. Where bail is deemed proportionate and necessary, as above, we will work with children’s social care and the police to manage any implications and safeguard our children

• the importance in ensuring that the victim can continue in their normal routine, including continuing to receive a suitable education

• the importance of the alleged perpetrator in continuing to access education and support

• do the victim and alleged perpetrator share classes

• what measures need to be put in place when children move between lessons/classes

• what measures need to be put in place for unstructured time (break and lunchtimes)

• what measures need to be put in pace for the arrival at the start of the school day and leaving at the end of the school day

• do the victim and alleged perpetrator travel to and from school using the same form of transport

• appropriate information sharing with staff in our setting in order that the plan is manageable and as successful as possible

• if it is the case that the alleged perpetrator is moved to another educational institution (for any reason), then we will ensure that the new educational institution is made aware of any ongoing support needs. In all cases, we will record our decision making together with the rationale behind those decisions. All the above will be considered with the needs and wishes of the victim at the heart of all that we do as part of this process (supported by 20 parents and carers as required). Our safety plan/risk assessment will be kept under review.

21 Additional support and guidance

• Keeping children safe in education 2023

• Working Together to Safeguard Children 2023

• Sexual violence and sexual harassment between children in schools and colleges

• Review of sexual abuse in schools and colleges

• Staffsscb-Responding to Sexting Guidance

• Relationships and sex education (RSE) and health education

• Mental health and behaviour in schools 2018

• Exclusion from maintained schools, academies, and pupil referral units

• Children missing education

• CEOP-Safety centre

• Disrespect NoBody – Safe4Me

• Behaviour and discipline in schools

• UKCIS Guidance: Sharing Nudes and Semi-Nudes

• Searching, screening and confiscation

• Sharing nudes and semi-nudes: advice for education settings working with children and young people

• Preventing sexual bullying

• Preventing bullying

• Harmful online challenges and online hoaxes

• London Grid for Learning 'Undressed' guidance

• Cyberbullying advice

• Equality & Human Rights Commission

• The NSPCC email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

• Specialist Sexual Violence Rape Crisis

• The UK safer internet centre email at [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

• Internet Watch Foundation

• UK Council for Child Internet Safety (UKCCIS)

• Think u know 22 Appendix A Risk Assessment/Safety planning guidance Basic information Referrer Name and role Referrer Contact details (email address and phone number) Name of school(s) for victim(s) Name of school(s) for child/ren alleged to have caused harm Did incident occur on school premises? If not, where did the incident occur? Date for risk assessment/safety plan review CONSIDERATIONS RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF) RISK LEVEL (HIGH, MEDIUM OR LOW) ACTIONS TO REDUCE RISK REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)

• What is the incident?

• Who was involved?

• Where did it happen

• Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc. etc. As such has this been referred to the police?

CONSIDERATIONS RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF) RISK LEVEL (HIGH, MEDIUM OR LOW) ACTIONS TO REDUCE RISK REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)

• Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges.

• Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?

• Is either the victim or the child alleged to have caused harm at risk of physical harm because of this incident (for example, bullying or ‘retribution’ by peers)?

• Do they share any classes/lessons?

CONSIDERATIONS RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF) RISK LEVEL (HIGH, MEDIUM OR LOW) ACTIONS TO REDUCE RISK REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)

• Do they share break times?

• Do they share peer/friendship groups?

• Are they likely to meet each other (or anyone else involved in/with knowledge of the incident) outside of school?

• How can this contact be limited?

• Is there a risk of harm from social media and gossip?

Further action taken by the school

Please complete for each child involved.

Action YES/NO

Date Police informed

Referral to MASH

Referral to external support services

Referral to internal support services

Referral to CAMHS

Referral to early help Other Action YES/NO

Date Police informed

Referral to MASH Referral to external support services (specify)

Referral to internal support services (specify)

Referral to CAMHS Referral to early help Other

Online Safety