

# Forest Glade Primary School



## Whole School Child Protection Policy 2023-2024



**Nottinghamshire  
County Council**

**Flying  
High  
Partnership**



**Nottinghamshire  
Safeguarding  
Children Partnership**

# INTRODUCTION

Forest Glade Primary School

## Policy statement and principles

At Forest Glade Primary School, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment whether they are a permanent member of staff, temporary contracted staff or agency staff.

Due to the context of our school, our children may be at greater risk of experiencing or witnessing domestic violence and are at greater risk of neglect or adverse home conditions.

Online dangers also pose a high level of risk to our community. To counter act these risk factors, we deliver an enriched PSHE/RSHE curriculum, prioritise E-Safety and have an annual DARE program which is delivered to our older children. We ensure that children at school have access to and know where to get support from and make reference to this frequently.

Adults in our school take all concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always refer to outside agencies where appropriate and always act in the best interest of the child.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead, Steven Champion, on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term and provided to the Governing Body for approval and sign off at the first autumn term meeting.

Date of last review: September 2023

Date of next review: September 2024

Role	Name	Contact Details
Headteacher/Principal	<i>Steven Champion</i>	<a href="mailto:headteacher@forestglade.notts.sch.uk">headteacher@forestglade.notts.sch.uk</a> 01623 452770
Senior Leader(s) available for contact in the absence of the DSLs	<i>Simon Downie</i>	<a href="mailto:sdownie@forestglade.notts.sch.uk">sdownie@forestglade.notts.sch.uk</a> 01623 452770
	<i>Louise Armitage</i>	<a href="mailto:larmitage@forestglade.notts.sch.uk">larmitage@forestglade.notts.sch.uk</a> 01623 452770
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Senior Designated Safeguarding Lead	<i>Steven Champion</i>	<a href="mailto:headteacher@forestglade.notts.sch.uk">headteacher@forestglade.notts.sch.uk</a> 01623 452770
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<i>Names of additional Safeguarding Officers</i>		
FHP Safeguarding Leads (Schools)	Grant Worthington and Emma Pye	01159891915
FHP Inclusion Leads (Schools)	Grant Worthington and Emma Pye	01159891915
FHP Trustee for Safeguarding	Ann Cruickshank	01159891915
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
MASH Consultation Line	Office hours	0115 977 4247
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>

## Forest Glade Primary School

Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school child protection policy.

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2023 and HM Working Together to Safeguard Children 2018 (updated December 2020) are incorporated into this policy.

### Child Protection and Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff, supply staff, volunteers, and governors and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

### Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at Forest Glade Primary School understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a 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 them has a role to play in identifying concerns, sharing information, and taking prompt action.

**Safeguarding children is defined as:** The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

### Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

**NB Definition:** Children includes everyone under the age of 18.

### **Whole school approach to safeguarding:**

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- As a school we have a responsibility to provide a safe environment in which children can learn.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help, and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

### **Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:**

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, taking into account the local context.

- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2023 Annex A.

### **Safeguarding can involve a range of potential issues such as:**

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2023 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2023 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the 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 non-binding, unofficial

'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).

- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

All our staff and volunteers are aware of the indicators of abuse and neglect and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

Our staff recognise 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. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening 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 and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

**All staff should always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

**All staff should be aware that** safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside their families. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic 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 our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

Our school/college approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2023 Paragraph 138).

Our Snr DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the 'Governing body, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'

Our Governing body will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2023 paragraph 138 to 147.

This will include:

- 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 the school/ colleges safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).

At Forest Glade Primary School, we have updated staff regarding the changes to KCSiE 2023 and what the definition of Filtering and Monitoring is. All staff know the role they are required to play in ensuring that our filtering and monitoring processes are working well and adhered to. Steven Champion, our senior DSL, will maintain oversight of filtering and monitoring in conjunction with our chair of governors, Amanda Andrews.

LEAD IT have been contracted to manage the technical element of filtering and monitoring in our school and filters have been set up in line with the filters and monitoring guidance.

An online safety audit is carried out annually by SLT and our filtering and monitoring procedures are reviewed annually. Monitoring reports are emailed to Steven Champion, our senior DSL and these are stored in an online file on Teams.

Our Governing body/trust will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school in meeting and maintaining this standard and communicating these to staff, our pupils/students, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.



We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE.

As a school should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

Due to the context of our school, our children may be at greater risk of neglect, and recently child on child abuse, particularly online. Staff may notice a change in behaviour of the children. In order to protect our pupils, we ensure online safety is woven through our curriculum and specifically in Computing and PSHE sessions.

## Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

**The four categories of child abuse are as follows:**

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

### Indicators of abuse and neglect

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

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained
  - Bruises or cuts
  - Burns or scalds; or
  - Bitemarks.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Some of the following signs may be indicators of emotional abuse:**

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections, or underage pregnancy.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Some of the following signs may be indicators of neglect:**

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

**Safeguarding issues:** All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

All staff have been trained in spotting potential indicators of abuse listed above and will follow our school reporting protocol when noticing signs of abuse. Staff know that it is their responsibility to ensure children are kept safe from abuse and that they need to maintain follow up when they have raised a concern. In all cases, staff know to be understanding, not make promises, record accurately and follow up on concerns raised.

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Forest Glade Primary School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Every individual within Forest Glade will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe.

We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate. This is outlined in our Key Knowledge Progression Documents.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy in person and via CPOMS.

We are a family school and constantly remind children of the different people they can speak to if they feel worried or unsafe, we pride ourselves in providing opportunities for our children to be heard.

### **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.

### **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. 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, 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.

### **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 noncontact 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 for example 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 for example they believe they are in a genuine romantic relationship.

### **Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or 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). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

### **Female Genital Mutilation (FGM)**

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

### **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff will also seek advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead.

### **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.

### **Online safety**

In line with the additional requirements in KCSIE 2023, placing a greater responsibility on school to ensure that children can access and use different media platforms safely, we provide all of our families with regular support and guidance to ensure our children remain free from risk.

Our children at school complete a home school agreement regarding online usage, which is signed by both the children and parents. We teach our children how to stay safe online at the start of every computing lesson and have a dedicated time slot for this at the beginning of each computing lesson. We inform our parents and carers regularly of the risk and ways they can prevent their children from encountering harm online in our monthly newsletter with a dedicated online safety section, this can be accessed electronically throughout the year for parents to make reference to.

We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents, our aim is to have a whole school approach to online safety.

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.

At Forest Glade we manage this risk by ensuring that when children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan outside of school. To minimise inappropriate use, as a school we ensure children are taught about how to keep safe online. This is outlined in our PSHE and Computing Key Knowledge Progression Documents which are on our website. We also regularly advise parents through the resources from National Online Safety.

All of our computing lessons have an element of online safety covered at the start of each session, ensuring that children are not only taught about online safety in one block but it is threaded throughout the year.

Any mobile devices bough to school are stored by the class teacher and not used during the school day.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic 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.

Whilst devising and implementing policies and procedures, we ensure online safety is a 'running and interrelated theme'. Online safety is considered whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

As per KCSiE guidance, we carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our children face.

Cyber Security is a growing Safeguarding concern, and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

The staff member if not the designated safeguarding lead, Steven Champion, will be informed immediately, and actions taken in accordance with the school/college peer on peer/ sexual violence and sexual harassment between children in school and college policy.

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Forest Glade Primary School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

At Forest Glade Primary School, we put the children at the centre of safeguarding arrangements and make every effort to ensure that children are listened to.

We regularly conduct pupil interviews to ensure that we are aware of their concerns and where they feel safe or potentially unsafe.

We have safeguarding focused conversations in class as part of our PSHE lesson delivery and also conduct safeguarding assemblies. Every class in school has their own worry monster for children to put concerns in as we acknowledge that children don't always feel comfortable communicating directly with an adult in school. We have extra curricular groups that focus on wellbeing and mental health where adults are available to speak to children who may have concerns about something that is happening in school or at home and have drawing and talking sessions as well as emotions through nursery rhyme sessions to help children express their feelings. We have a school council in school who raise concerns on behalf of their peers and they meet weekly.

Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff member can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, MASH Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

At our school, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. At Forest Glade we work closely with other agencies to support vulnerable children and have contact with the social workers and other agencies involved through meetings with parents and or other agencies. Our senior DSL, Steven Champion, attends DSL update sessions run by the LA whenever they are held. We hold regular safeguarding meetings at our school and work closely with the virtual school for our looked after children. Our DSLs lead briefings in school to ensure that all staff are aware of and up to date with recent cases both in our school, locally and nationally. Alongside our SENDCo, our DSLs hold team around the child meetings where needed.

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

As a school, we make every effort to avoid placing children in alternative provision and as such do not have any children in alternative provision.

If the need arises for a child to be placed in alternative provision, we will complete the Trust Alternative Provision checklist and the Alternative Provision Transition Plan as part of Due Diligence ensuring written confirmation from the provider that appropriate safeguarding checks have been carried out. Senior school staff including members of the school safeguarding team will regularly visit to monitor the provision in place including the effective safeguarding arrangements within the provision.



The Senior Designated Safeguarding Lead (DSL), Steven Champion, who is the headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

Safeguarding is of the highest importance in school and is discussed weekly in staff briefing where we highlight current issues, changes in guidance and high profile social care cases. SLT have a safeguarding agenda item in weekly meetings where concerns or patterns are discussed. The DSL and deputy DSL communicate daily about any safeguarding issues raised in school.

We are in frequent contact with Moira Corden from the LA to discuss any concerns and seek advice and guidance.

At Forest Glade, we buy in to Educational Psychologist services.

All staff have safeguarding training at the start of the year and a weekly safeguarding email as well as a safeguarding discussion weekly in briefing. Any new staff complete a thorough induction which includes detailing who the DSLs in school are and how they use CPOMS to record any concerns.

Our safeguarding team regularly raise awareness amongst staff about the needs of children who have or have in the past had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at our school.

Our DSL team share concerns about children with each other as well as with MASH or the family service.

Our school is not used by outside organisations outside of school hours. If the situation arose where this was the case, we take on the responsibility for safeguarding whilst they are on our site. A service level agreement would be completed by the agency and all relevant safeguarding checks would be carried out prior to the authorisation of the use of our premises. As with any safeguarding allegation, our school will follow our safeguarding policies and procedures, including informing the LADO.

Any supply staff are provided with a safeguarding information leaflet when arriving at school which details our procedures and key members of staff for them to contact. Volunteers are inducted when they first start at school, receiving safeguarding updates and are informed of our safeguarding procedures, these are followed up annually with an update and a check on understanding by the senior DSL or deputy.

Due diligence checks are done by the office prior to supply staff or volunteers working with children and staff are checked in on regularly by schools SLT.

## **Safe Staff and Safe Recruitment**

Due diligence is applied whenever recruitment takes place starting from the application process. All relevant checks are conducted on potential employees prior to recruitment. Dependent on the role being recruited, interviews are conducted by a senior leader in school who is trained in safer recruitment and by either, a governor or a member of the Flying High central team both of which would be trained in safer recruitment. These interviews will also include other members of staff, but will be lead by the senior leader.

- The leadership team, Flying High Trust and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2023 Part Three and advised by the FHT policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by the Trust. (*NSPCC/National College Safe Recruitment online course*).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2023 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2023 Part Three.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Guidance and actions to address Low-level concerns can be found in the Low Level Concerns policy in line with KCSiE 2023 Part Four. Staff can access a copy of this through the staff teams space in the safeguarding file 2023-2024
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the Head Teacher or Induction Lead before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors and trust will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers and HR Team.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role by our Induction Lead and provided with all relevant policies and procedure documents on a flash drive as well as being directed to these on the Staff Teams space. All new staff will have access to the Induction Checklist for Safer Recruitment which can be accessed from HR's guidance section within the Trust HR policies and Procedures saved in the safeguarding Teams Space. This includes the induction of supply staff, if used, volunteers, contractors and visitors.
- We recognise that we have a responsibility for the safeguarding of any children who attend our school on work experience and follow our safeguarding protocol with these children alongside their own schools DSL.

The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college.

The Senior DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances

The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

The Designated Teacher maintains good links with the Virtual School Head to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

All DSLs in school, including the senior DSL have protected time to focus on requirements placed upon them and ensure they have the time and head space to completely focus on children who are open to social care, either on a child protection plan or a child in need plan.

At Forest Glade Primary School, our safeguarding team meets fortnightly to discuss caseload and provide updates on progress being made with open cases. Our safeguarding team includes our SENDCo who is also a DSL and our Designated teacher who is also our senior DSL and headteacher, this enables us to maintain a holistic view of the links between safeguarding concerns and other vulnerabilities.

We work closely with our family SENDCo, Jenny Dendy, who provides us with support in more complex cases. We also have a good relationship with HRET and our family of schools Educational Psychologist.

SEND and Safeguarding are a standard agenda item for SLT meetings as well as for our weekly briefings with staff.

## **Our Child Protection Policy**

### **There are seven main elements to our policy:**

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.

- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, you are filtering and monitoring arrangements for online safety and harms and is added as an appendix.

We recognise that because of the day-to-day contact our school have with children they and we are well placed to observe the outward signs of abuse. Locally, we are particularly aware of the need to look for Signs and Symptoms of:

- Domestic Abuse
- Alcohol and Drug Abuse
- Mental Health
- Homelessness

### **We will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and 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). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks is added as an appendix.

- Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are added as an appendix.
- The response required by schools/ and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- Importance of our *school* ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.

Forest Glade Primary School intends to embed and teach safeguarding as part of our broad and balanced curriculum. We follow the PSHE KCPDs(Key Knowledge Progression Documents) ensuring our children are taught how to stay safe in a range of different contexts. We also provide additional Sex and Relationship teaching. In addition to the learning inside the classroom, we also provide themed safeguarding assemblies and pupil voice opportunities.

- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

Forest Glade Primary School has carefully considered the arrangements we have in place for children who may, in the future, receive off- site education or have alternative learning experiences in place to ensure appropriate checks are carried out and managed this is however not something that we currently have any children accessing. This is done through the Trust Alternative Provision checklist around Due Diligence using LA approved Alternative Provision providers. School work in

partnership with the Trust to quality assure any AP Provider using the Trust AP checklist. Senior staff including the DSL team will carry out regular visits to the provision to review the quality of the provision and the safeguarding arrangements in place. Alternative Provision Transition Plans will be reviewed at least monthly with parents/carers and appropriate agencies. Written confirmation will be completed by the Senior DSL and the AP provider as part of a site visit and completion of the Trust Alternative Provision checklist and the Alternative Provision Transition Plan. This written confirmation will determine that all appropriate safeguarding checks have been carried out on the individuals working at the establishment. These members of staff will also be added to the school single central record.

## Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of our pupils. In some cases mental health concerns can be an indicator that the child has or is at risk of suffering some form of abuse, neglect or exploitation. Schools should be familiar with the guidance document Mental Health and Behaviour in schools.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

However, school staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff need to be aware of how past experiences can impact on mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSLs.

## LGBTQIA+

All children and young people have the right to be protected and kept safe from abuse and neglect. LGBTQ+ children and young people face the same risks as all children and young people, but they are at greater risk of some types of abuse. For example, they might experience homophobic, biphobic or transphobic bullying or hate crime.

They might also be more vulnerable to or at greater risk of sexual abuse, online abuse or sexual exploitation (Barnardo's and Fox, 2016; McGeeney et al, 2017; Xu and Zheng, 2014).

Concerns about LGBTQ+ children and young people should be dealt with sensitively, taking into consideration any complicated feelings they might have about their sexuality or gender identity.

Through our SENDCo, Interagency partnership working to provide support, e.g. TETC team, pastoral team and an inclusive responsive curriculum, bespoke support can be put in place for individuals identifying as LGBTQIA+

## Child Abduction

KCSiE 2023 Annex B page 142 Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Our school operates the NCC & NSCP School Safe Alert protocol. In the case of such an event, we would take advice from the Trust Safeguarding Team.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. This is taught throughout PHSE curriculum and through individual conversations with parents.

**We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2023 to:**

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2023 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely using CPOMS. Access to records is restricted to DSLs.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.

- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

## Supporting children

We recognise 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. 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. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. 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. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

All staff including volunteers are advised to maintain the attitude of **'it could happen here'** where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

## Forest Glade Primary School will endeavour to support the pupil through:

- Developing the content of the curriculum to include wellbeing, resilience, awareness and discussion. This is promoted through our PSHE curriculum and clearly-focused assemblies
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents. This is achieved through having a fully trained Emotional Literacy Support Assistant in addition to specialist support from other outside agencies if appropriate. School procedures will be followed with advice from the Flying High Trust and pastoral support offered to continue to support the pupil and staff.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.



- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by having appropriate support in place to meet their needs, which is reviewed alongside Pupil Progress on a termly basis and the reviewing of their Pupil Profiles in SEND meetings with parents.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
- The staff member if not the designated safeguarding lead will be informed immediately, and actions taken in accordance with the school/college child-on -child/ sexual violence and sexual harassment between children in school and college policy.

School has arrangements in place where children and staff can seek support and advice:

- DSL team,
- Staff out at unstructured times,
- themed assemblies,
- visible SLT beginning, end and throughout the day.
- Mental Health and Well Being Lead,
- briefings,
- safeguarding standard agenda item in all meetings

### **Safe Staff and Safe Recruitment**

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2023 Part Three and advised by Flying High Trust HR Services policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NSPCC Safe Recruitment online course.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2023 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2023 Part Three paragraphs 206 to 351.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2023 in line with KCSiE Part Four Section two. Staff can access a copy of this through the Policies Folder which is available from the School Office.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by completing an induction before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified

immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers and HR Business Partner or HR Service.

- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team. Further support is provided to DSL teams by the Trust Safeguarding team.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.

## **Links to other Local Authority policies**

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. These together will make up the suite of policies to safeguard and promote the welfare of children in this school

- Accessibility Plan.
- Anti-Bullying revised for 2023-2024.
- Attendance Policy.
- Behaviour Policy.
- Equality Policy.
- Central Record of Recruitment and Vetting Checks.
- Complaints' Procedure Statement.
- E-Safety Policy
- Freedom of Information.
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan)
- Health and Safety Disability Equality Action Plan.
- Home-school Agreement Document.
- Child on Child Abuse revised 2023-2024 (LA template policy in the process of being revised and includes- Sexual violence and sexual harassment and response to 'upskirting'.
- Physical intervention/positive handling.
- Register of Pupil Attendance.
- School Behaviour.
- Knife Crime Guidance 2023
- Relationships, Sex and Health Education (KCSiE paragraph 131).
- Mental and Physical Health
- Special Educational Needs.
- Staff Behaviour (Code of Conduct policy).
- Staff Discipline Conduct and Grievance.
- School information published on a website.
- Visitors and VIP Guidance 2023-2024.
- Whistle Blowing Policy.
- Guidance for NSPCC helpline and usage

- NCC & NSCP Neglect Toolkit

Nottinghamshire safeguarding Children Partnership Policy, Procedures and Practice Guidance link: <https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

## Roles and Responsibilities

### All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, at all times, what is in the best interests of children. All staff within our school are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn.

All staff contribute to enabling a safe environment both in and when out of schools on trips or extended learning opportunities. For school visits, staff produce comprehensive risk assessments which are submitted and approved via EVOLVE. These risk assessments are then approved by the headteacher, and in the cases of residential trips (overnight stays) the Local Authority will review and approve the risk assessments.

We pride ourselves on our strong, positive relationships with parents/families. As a school community, we consider ourselves as the 'Forest Glade family', supporting each other in order to achieve the very best for our children. Our SLT are on the playground every morning to discuss any concerns with parents/carers, and detect any support needed for children or families. Our staff have strong relationships with the children in school and where children present differently, they will intervene as needed and inform a DSL. Our ELSA trained adult and support staff complete morning check ins with identified children every morning.

Our Breakfast Club staff are also fully safeguarding trained. They greet parents and children at the door in the morning to complete 'check ins'. Any concerns raised are reported to the relevant adults in school.

Our broad and balanced curriculum has strong subject leaders that drive safeguarding as part of the curriculum, in particular PSHE and RSE. They support with driving the embedded positive safeguarding culture across school by providing children with the skills and qualities to report any concerns. Our structured assembly programme embeds these whole school messages and discussions.

All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

We operate an 'open door' policy and encourage parents/ carers to come into school to seek support or advice.

We sign post parents/ carers to different routes of support through our school website, Class Dojo and our regular newsletters.

We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantage in facing barriers to attendance, learning, behaviour and mental health.

As a school, we recognise the importance of children and social workers meeting during the school day where required.

Our DSL's work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child's needs are met.

## **Safeguarding Training**

All our staff are aware of systems within Forest Glade Primary School and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education.

Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually. This is provided by the senior DSL. Any local or national changes to safeguarding guidance are communicated in the annual training or as part of whole staff briefing messages.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments. All staff receive a three yearly update provided by Nottinghamshire Safeguarding Children Partnership (NSCP) and DSL's receive the appropriate refresher training in order to carry out their role. Staff, Governors and DSLs also access safeguarding training through the National College. DSLs are required to carry out training on a termly basis.

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

## **Staff responsibilities**

All staff have a key role to play in identifying concerns and provide early help for children.

### **To achieve this, they will:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school online safety, and specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy , including awareness of ease of access to mobile phone networks. In agreement with the Governing body

- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2023.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret.”
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- Work alongside other professional including NSPCC, TETC team, HRET, Police Early Interventions Officers, PCSOs, any counselling services used, Health professionals.

### **Senior Leadership/Management Team responsibilities:**

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2023 Part Four ‘Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

At Forest Glade Primary School, we understand the importance of working with others and are committed to working in partnership with social care and other agencies to address safeguarding and child protection concerns. At our school, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

We take these needs into account when making plans to support pupils who have a social worker. We work with the family and the social worker to ensure that our children receive the bespoke support required. This can include support through provision (intervention), additional provision (breakfast club), working with outside agencies, financial support (uniform, school lunches) or any other action recommended for the family.

### **Teachers (including ECTs) and Headteachers – Professional Duty**

The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

At Forest Glade Primary School, we have a designated teacher to support children who meet these criteria. This is a member of the senior leadership team in the school (Steven Champion-Headteacher) who the children know and will be able to attend regular review meetings are held with support agencies and others involved with the child..

### **Designated Safeguarding Lead**

We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team, and their responsibilities are explicit in their job description.

We also have Deputy Safeguarding Leads, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

All DSL's have completed the required training and are overseen by the Snr Designated Safeguarding Lead, to ensure we fulfil our child protection responsibilities to meet the needs of the children/ young people on roll.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse.

## **The Senior Designated Safeguarding Lead is expected to:**

### **Manage Referrals**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

Using the online platform of CPOMs ensures that all the safeguarding team are aware of all concerns and actions. The team meets on a regular basis to ensure that all actions are undertaken and to review all concerns and children who are subject to social care or external agency involvement. Monitoring is completed by staff and resultant safeguarding case discussions are held at least every half term by the DSL team to discuss any raised concerns or actions. Consequent, appropriate support is then put in place to aid the children and families.

The DSL team includes the school's Headteacher, Deputy Head Teacher, School Business Manager and a member of the Senior Leadership Team. This ensures that staff across school are fully involved in DSL meetings. This, therefore, ensures the most appropriate level of Early Help or Safeguarding procedures are followed.

Should children be the subject of safeguarding concerns the Senior DSL remains responsible for oversight of any child on placements or alternative education arrangements.

### **Work with others**

- Liaise with the headteacher (where the Senior Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2023) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.

- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 (updated December 2020) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training
- The curriculum is regularly updated as a result of any safeguarding updates or new procedures/policies. These messages are communicated to all staff during of weekly briefings and staff meetings.
- The school has close working links with the Tackling Emerging Threats to Children Team, Moira Corden at the local authority and HRET who will support the school with training and guidance.

### **Undertake training**

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.
- Safeguarding factsheets are provided to all staff on a weekly basis through the staff briefing and safeguarding update emails weekly from the headteacher.

### **The training undertaken should enable the Designated Safeguarding Lead to:**

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2023 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2023 Part Two – The Management of Safeguarding and page 111 to 116 and 134, 136 142 to 144, 152 and 158).



- Encourage a culture of protecting children, listening to children and their wishes and feelings.

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## **Raise awareness**

- Ensure that the child protection policies are known, understood, and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

## **Child Protection file**

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2023.

When a child transfers to a new school these records are sent electronically via CPOMs where a record of the school receiving these is made. If they are not sent electronically, they will either be sent recorded delivery or hand delivered by school and the receiving school sign to say that they have received them. Where there are significant needs a member of the DSL team will contact the new school to ensure that they are fully aware of all concerns or safeguarding involvement before the child starts school, this includes alternative provision. Where a parent elects to home education their child we ensure that the Local Authority are aware of all safeguarding concerns.

## **Availability**

- During term time the Senior Designated Safeguarding Lead (or a Deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2023 Part Two and Annex C.

- As a school, any out of school activities remain the responsibility of the school staff to ensure safeguarding procedures are in place. We use Evolve as well as statutory checks on staff to ensure the continued safety and wellbeing of our children.
- During the school holidays, a DSL is always available. Parents/carers and children are made aware that they can contact the DSLs via Class Dojo. The DSLs work together to ensure that weekly or fortnightly contact is made with identified families, as appropriate.

## Headteacher

### The Headteacher of the school will ensure that:

- The policies and procedures adopted by the governing body, (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.
- The school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Child Protection Policy; the Staff Behaviour Code of Conduct Policy.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2023.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2023. If the allegation is against the Headteacher, then the Chair of the Governing Body will manage the allegation – see below. The investigation lead will also liaise with the Trust Safeguarding and HR team.

## Governing Body

**We recognise our Governing body and the Flying High Trust has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2023, ensuring policies, procedures and training in our school are effective and comply with the law at all times.**

**The governing body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:**

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018, updated December 2020) as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2023 Annex C page 166 to 170 and paragraphs 56 to 57, 115 to 121, 375, to 390, 476, 540 and 543 and page 158, the additional clarification about GDPR and withholding information. (Information can be found on the school website)
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2023 Part One and or Annex A as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'
- All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2023 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2023 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).

- Ensuring when making a referral to the LADO Service a LADO referral form is fully completed.
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- When the schools premises are used for non-school/college activities the Governing body/trust will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head teacher/ trust. This will apply regardless of whether or not children who attend the provision are on the school or college roll.
- Any safeguarding concerns involving outside organisations will be addressed through our school/college safeguarding policies and procedures and in line with Nottinghamshire Safeguarding Children Partnership procedures (KCSiE 2023 paragraph 377).
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Inform any new prospective employees' candidate that our school will carry out online social media checks are completed (KCSiE 2023 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

## **Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead**

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have

been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.

- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them. As a school we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

## **Children with Special Educational Needs**

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child- on -child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

At Forest Glade Primary School we provide extra pastoral support and attention for children with special educational needs, along with ensuring any appropriate support for communication is in place, for example, a visual timetable and small group support. We have a number of additional arrangements to safeguard children with SEND, teaching and support staff work closely within the classroom and know these children well and can watch carefully for any safeguarding indicators. Weekly discussions take place in phase groups during PPA session. We also, where appropriate, put in place additional arrangements to support children including 1:1 support, lifting and handling policy, intimate care plans, health care plans, management of medication, behaviour and physical intervention policies. We ensure that we meet parents regularly and our school SENDCo meets regularly with staff and offers advice and signposts staff/parents to additional support.

## **Taking action where concerns are identified**

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

### **If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:**

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.
- If unsure, the MASH has available a Consultation Phone Line during office hours where a conversation (without naming children) can be used to speak with a qualified social worker. No record of the conversation will be made it is purely an advice line.

**Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.**

## **Confidentiality**

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The Headteacher or Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: <https://www.nottinghamshire.gov.uk/nscp>

## **Information Sharing**

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2018, updated December 2020).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- *DfE KCSiE 2023 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.*
- *HM Working Together to Safeguard Children 2018 Paragraph 23 to 27 and on pages 20 and 21.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*

## **Records and Monitoring** (KCSiE 2023 paragraphs 68 to 70, Part Four, Part Five, Annex C)

*(This will vary and require change dependent on whether your school, academy or college uses an electronic child protection recording and management system but the primary principles for record keeping remain the same).*

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right-hand corner to denote a separate file exists.

Our school will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

All staff receive training, at least annually, and regular reminders of how to complete safeguarding records.

The safeguarding team regularly review safeguarding records made by staff, visitors and volunteers and if needed feedback is given to staff to ensure they are completed as required.

Termly safeguarding meetings are held with the safeguarding governor where the quality of records are reviewed.

### **Why recording is important**

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

At Forest Glade, we use the electronic recording system CPOMS.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.



## **The Child Protection (CP), Child in Need (CiN) or Confidential file**

(KCSiE 2023 Annex C pages 166 to 170 and paragraphs 68,102,122, 123, 540 and 543).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

### **A 'child protection' or 'confidential' file should be commenced in the event of:**

- A referral to MASH/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child open to social care.

### **All 'child protection' or 'confidential' file should contain the following**

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

The school will keep electronic records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately, but these records will be kept within the separate concerns file.

Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead, to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The 'confidential' file can be active or non-active in terms of monitoring i.e., a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

The CPOMs platform has in built security to ensure the confidentiality of the files are maintained and DSLs only have access to the full file.

### **Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):**

Our school will adopt the file transfer guidance contained in KCSiE 2023 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2023 Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

In accordance with KCSiE 2023 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme. (KCSiE 2023 paragraph 123 and pages 150 to 152 and Annex C).

## **Recording Practice**

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in- line with the NCC Pathway to Provision Version 9.1 document published May 2021, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

### **Educating Young People – Opportunities to teach safeguarding**

(KCSiE 2023 paragraphs 124 to 140, Annex A & Annex C Online Safety paragraph 144 to 148).

As a school we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness

The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in school, in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in school and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

If we are made aware of any incidents we deal with these in line with our behaviour policy and if appropriate contact outside agencies eg social care, police for additional advice and/or support. We offer individual support to parents/carers and provide additional on-line E-safety session to specific groups of children where we identify it is needed. Children who are accessing education from home as a result of isolation or national lock down have been taught where to access their learning resources. Parents/carers have signed a Remote Education code of conduct and children have been given and have agreed to clear on line protocols.

Our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school. If not included in a section above or as Appendix 6.

### **Helplines and reporting**

- Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Advice and information for parents including weblinks:

- NSPCC P.A.N.T.S Parents Booklet 42
- Advice for Parents on Cyberbullying
- Help and advice for families in a digital world
- NSPCC Talking to your child about online safety
- NSPCC Talking to your child about keeping safe online
- Protecting your child from sexual abuse
- Criminal Exploitation - A guide for parents

Resources parents could highlight to their children including weblinks:

- Everyone's got a bottom by Tess Rowley
- Some secrets should never be kept by Jayneen Sanders and Craig Smith
- Let's talk about body boundaries, consent & respect by Jayneen Sanders and Sarah Jennings
- Someone should have told me by Holly-Ann Martin and Marilyn Fahie
- My underpants rule! by Kate and Rod Power

***The following appendices are a part of this policy (delete or amend as appropriate):***

<i>Appendix 1 - NCC LA Flow Chart 2023-2024 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm</i>
<i>Appendix 2 -Template: Case Record and Chronology form</i>
<i>Appendix 3 -Template: Logging a concern about a child's safety and welfare</i>
<i>Appendix 4 -Template: Body Maps Guidance and Body Maps</i>
<i>Appendix 5 - Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2023 to 2024 (add here to policy as an appendix if not in main body of the school/college Child Protection Policy for 2023-2024).</i>
<i>Appendix 6 – Existing Injuries Form – Tool to support reflection</i>

## Appendix 1

### Name of School/Academy/AP Child Protection & Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'

#### Actions where there are concerns about a child's welfare in and outside of school

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

#### Where a child discloses abuse, neglect, sexual violence, sexual harassment, online harm

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL's absence.**

#### Discuss concerns with the Snr Designated/Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or a 'child protection' file should be opened, stored in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

#### Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.

#### Safeguarding concern Resolved /no longer held

Support has been agreed, record decisions and any follow up needed actions

**MASH Tel: 0300 500 80 90**

**Consultation Line Tel: 0115 977 4247**

(Office Hours Monday to Friday)

Where safe consider **Early Help Service**

**If the child is at immediate risk dial 101 and ask for assistance**

Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.

[www.nottinghamshire.gov.uk/nscp](http://www.nottinghamshire.gov.uk/nscp)

**Out of hours  
Emergency  
Duty Team  
5.00pm –8.30am  
Tel: 0300 4564546**

**NSPCC Whistle  
blowing  
Tel: 0800 028 0285**

**Police Tel:101**

**Unmet needs identified**  
Decide what actions are needed to support the child.

**Consult with the child  
young person, family,  
and relevant agencies:**  
Agree support, refer to NSCP guidance 'Pathway to Provision' version 9.1.

**Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921  
Cheryl Stollery – LA Safeguarding Children in Education Officer Tel:- 0115 8041047**

**This flow chart is a brief guide - Please refer to our School Child Protection Policy.**

## Appendix 2

### Case Record/Chronology

**CONFIDENTIAL**

**Sheet Number:**

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

<b>Name:</b>		
<b>DOB:</b>		<b>Form:</b>
<b>Date</b>	<b>Information/Details of concerns or contact</b>	<b>Print Name and Signature</b>

## Appendix 3

### Logging a concern about a child's safety and welfare

#### Part 1 (for use by any staff)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b>		
<b>Print</b>	<b>Signature</b>	
<b>Job Title:</b>		
<b>Note the reason(s) for recording the incident.</b>		
<b>Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</b>		
<b>Professional opinion where relevant (how and why might this have happened?)</b>		
<b>Note actions, including names of anyone to whom your information was passed.</b>		
<b>Any other relevant information (distinguish between fact and opinion).</b>		

**Check to make sure your report is clear to someone else reading it.  
Please give this form to your Senior Designated Safeguarding Lead**

**Part 2 (for use by the Senior Designated Safeguarding Lead (DSL))**

<p><b>Time and date information received by DSL, and from whom.</b></p>		
<p><b>Any advice sought by DSL (date, time, name, role, organisation, and advice given).</b></p>		
<p><b>Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc. with reasons.</b></p> <p><b>Note time, date, names, who information shared with and when etc.</b></p>		
<p><b>Parent's informed Y/N and reasons.</b></p>		
<p><b>Outcome</b></p> <p><b>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b></p>		
<p><b>Where can additional information regarding child/incident be found (e.g. Pupil file, serious incident book)?</b></p>		
<p><b>Should a concern/confidential file be commenced if there is not already one? Why?</b></p>		
<p><b>Signed</b></p>		
<p><b>Printed Name</b></p>		



## Appendix 4

### Body Map Guidance for Schools

**Medical assistance should be sought where appropriate.**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g., MASH or the child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:**

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's child protection file.

# BODYMAP

(This must be completed at time of observation)

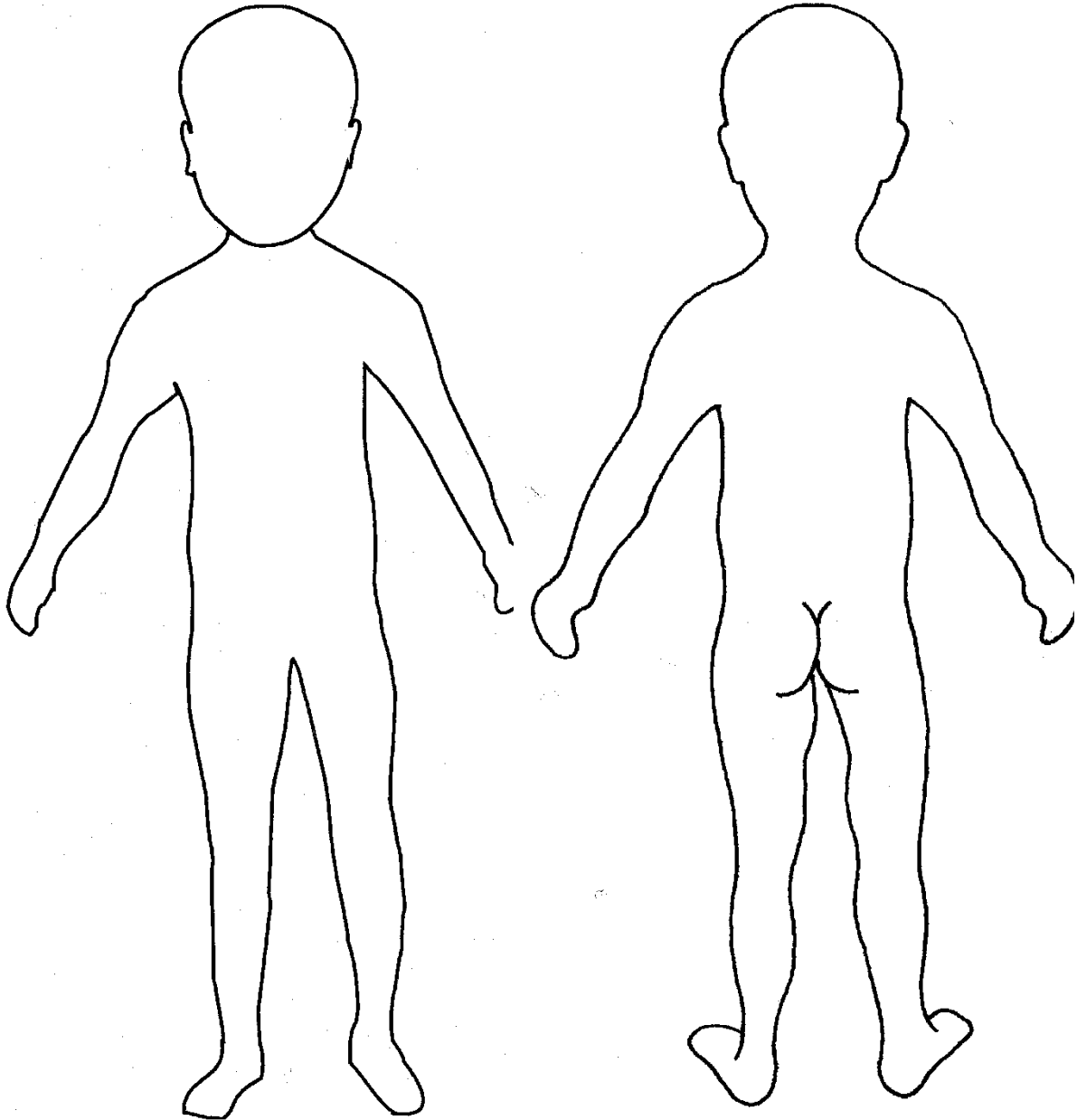
Names for  
Child: \_\_\_\_\_

Date of  
Birth: \_\_\_\_\_

Name of  
Worker: \_\_\_\_\_

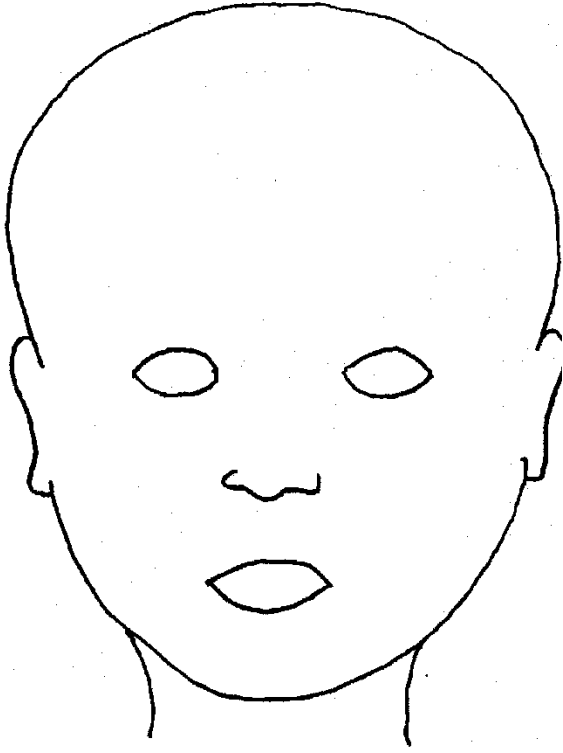
Agency: \_\_\_\_\_

Date and time of  
observation: \_\_\_\_\_

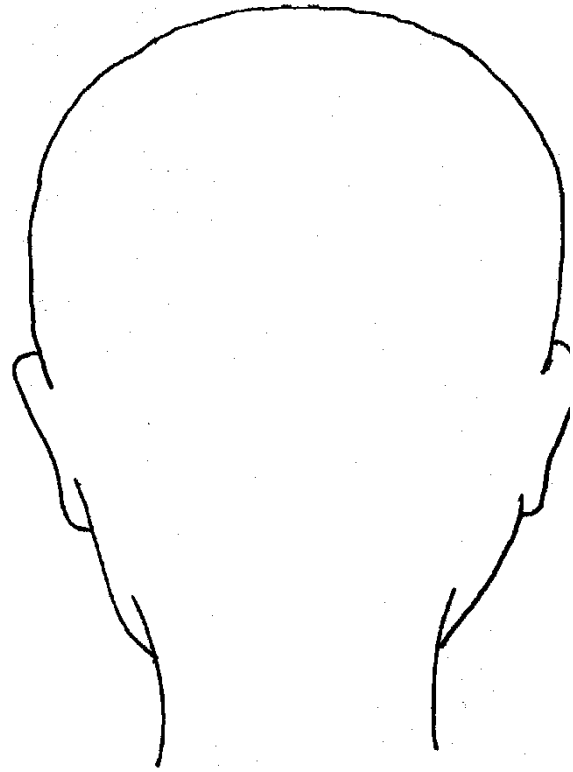


Name of  
Child: \_\_\_\_\_

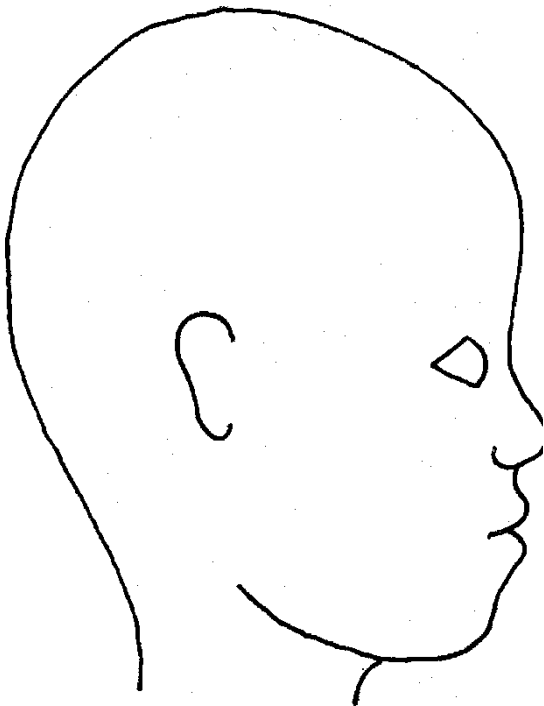
Date of  
observation: \_\_\_\_\_



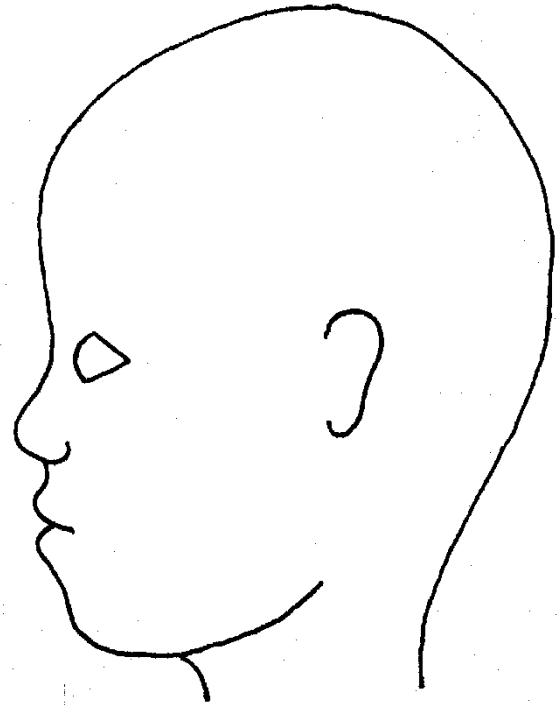
**FRONT**



**BACK**



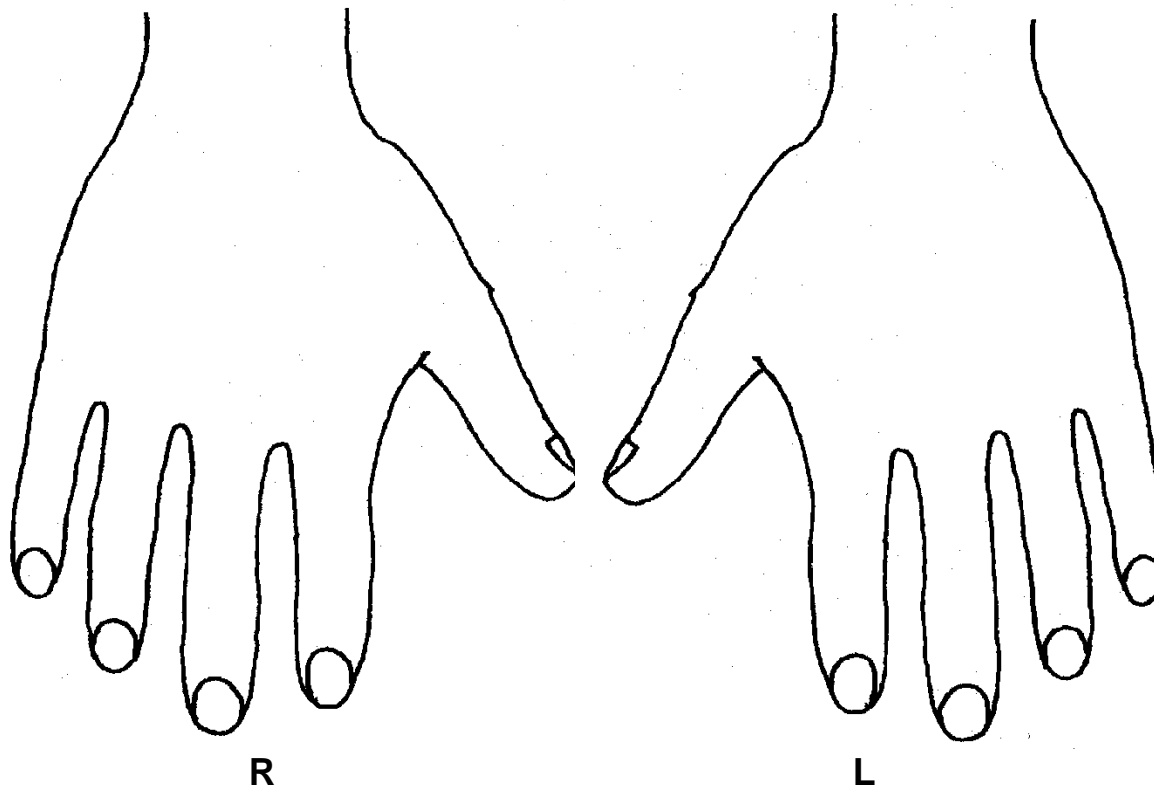
**RIGHT**



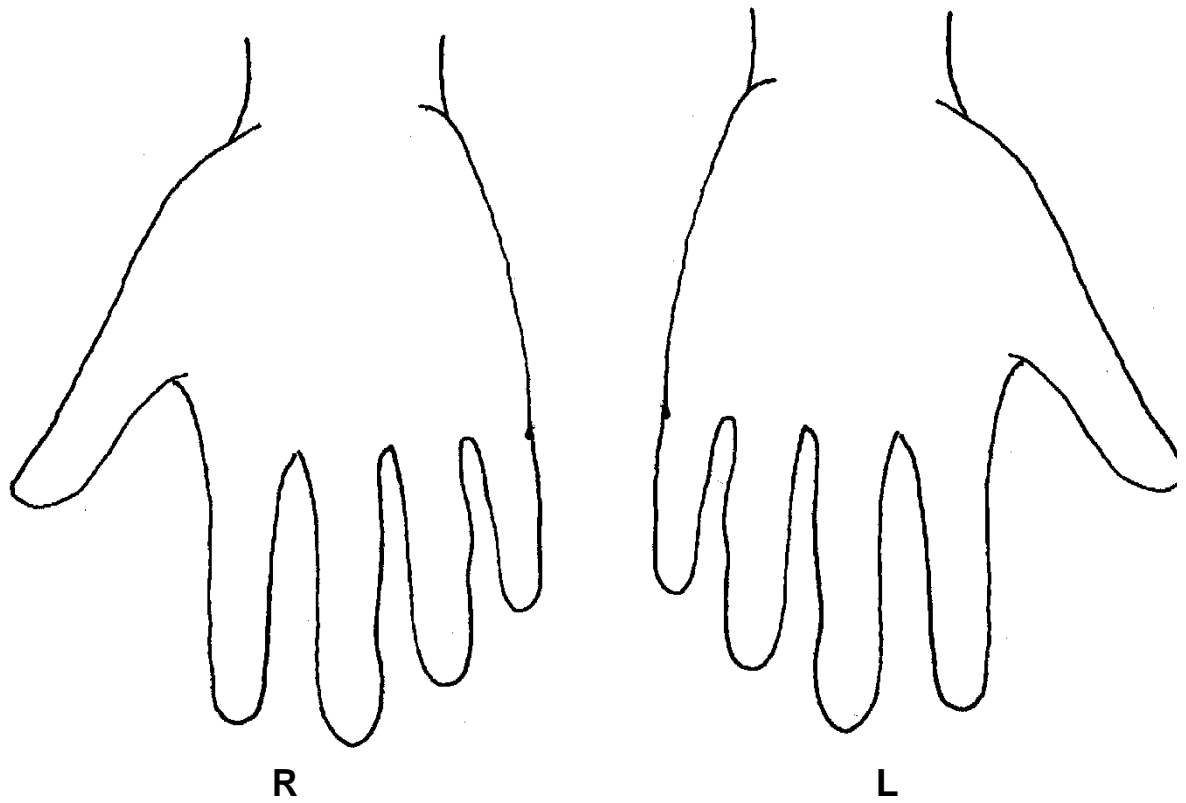
**LEFT**

Name of Child: \_\_\_\_\_

Date of  
observation: \_\_\_\_\_



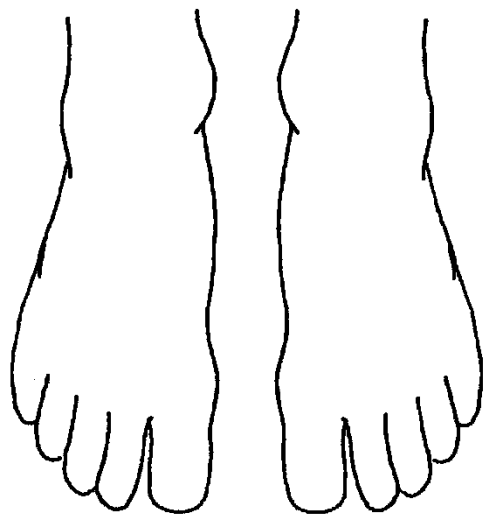
**BACK**



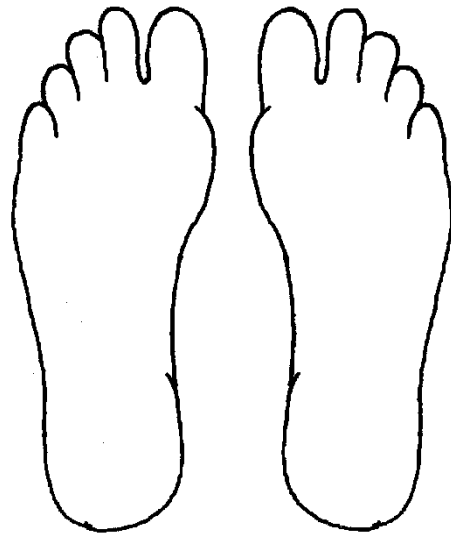
**PALM**

Name of  
Child: \_\_\_\_\_

Date of  
observation: \_\_\_\_\_



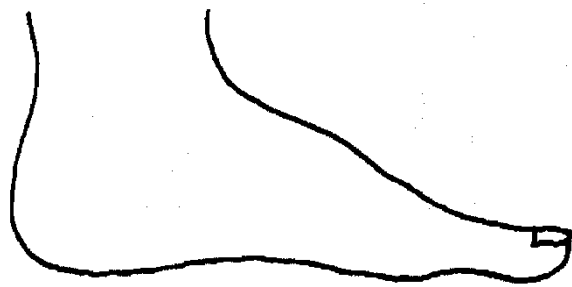
R TOP L



R BOTTOM L

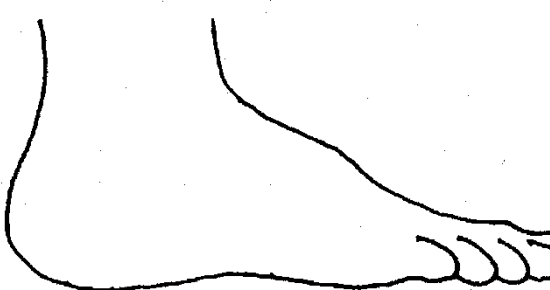


R

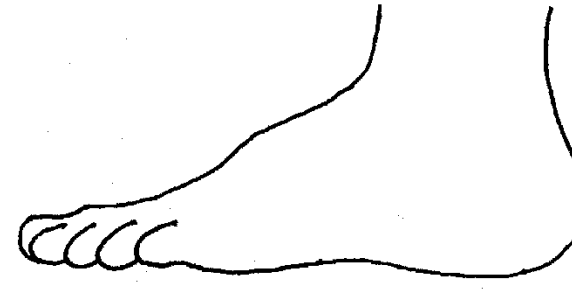


L

INNER



R



L

OUTER

Printed Name and  
Signature of worker:

Date:

Time:

Role of Worker

Other information:

## Appendix 5



### Existing Injuries Form – Tool to support reflection

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:
Is the explanation consistent with the injury?	Yes / No Comments:
- Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:

- Interpretation of level of risk	Low Medium High
<p>Actions to be taken, either in response to the injury, or to reduce further risk.</p> <ul style="list-style-type: none"> <li>- What, By who, By when</li> </ul>	
Referral to MASH Y/N	
Signed by....	Reviewed by (e.g., DSL) ....
Role....	Date....
Date	

# Forest Glade Primary School



## Child-on-Child Abuse policy

**2023-2024**



## **Child-on-Child Abuse**

**September 2023**

Schools and colleges **should respond to all signs, reports, and concerns** of child-on-child abuse, including those that have happened outside of the school or college premises, and/or online.

All schools need to include child-on-child abuse in their school's policies and procedures and all staff need to be aware of these and ensure they are part of their everyday practice. Children also need to know how to report concerns and to know that they will be listened to and supported. It is important that schools see this guidance and model policy as a framework that will need to be adapted to fit the age and developmental stage and understanding of their pupil group. A policy template is attached to this document, the areas in red are for you to amend and ensure they reflect your school's current practice.

This guidance and associated Policy Template for Child-on-Child Abuse has been written to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2023) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115222/Keeping-children-safe-in-education-2023.pdf)

The term 'peer on peer abuse' has been replaced by the term 'child-on-child abuse' and all documentation should be updated to reflect this change. It is good practice to link your setting's Child-on-Child Policy with the following policies as a minimum:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Online Safety Policy
- Behaviour Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)

It is good practice, as with the development of all policies, to consult with all main stakeholders, such as – pupils, parents/carers, staff, governors, and the wider community.

Support and a quality assurance check are available for all schools and academies in Nottinghamshire with the option of follow-up training as part of a sold service. Please contact Kirstin Lamb (NCC's CSE Coordinator) for further information: [kirstin.lamb@nottscg.gov.uk](mailto:kirstin.lamb@nottscg.gov.uk)

This guidance and policy template has been developed with direct reference to Part 5: Child-on-child sexual violence and sexual harassment (pages 103-133) of Keeping Children Safe in Education (2023) [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115222/Keeping-children-safe-in-education-2023.pdf) – there are direct references to Harmful Sexual Behaviour (HSB) and Sexual Violence and Sexual Harassment (SVSH).

You may also find it helpful to refer to the following guidance, reviews, and research:

- Keeping Children Safe in Education (KCSiE) 2023 [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115222/Keeping-children-safe-in-education-2023.pdf)
- Working Together to Safeguard Children [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115222/Working-together-to-safeguard-children-2023.pdf)
- OFSTED – Review of sexual abuse in schools and colleges [Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115222/Review-of-sexual-abuse-in-schools-and-colleges-2023.pdf)
- Sharing nudes and semi-nudes [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115222/Advice-for-education-settings-working-with-children-and-young-people-2023.pdf)
- Statutory Guidance for [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115222/Relationships-Education-Relationships-and-Sex-Education-and-Health-Education-guidance-2023.pdf)
- Nottinghamshire Safeguarding Partnership (NSCP (Nottinghamshire Safeguarding Children Partnership)) Policy, Practice and Guidance [Nottinghamshire Safeguarding Children Partnership](https://www.nottscg.gov.uk/childrens-partnership)
- Nottinghamshire Schools' Portal – Tackling Emerging Threats to Children (TETC) pages [Information and Resources for Schools | NCC Schools Portal \(nottinghamshire.gov.uk\)](https://www.nottscg.gov.uk/information-and-resources-for-schools)

## Contextual Safeguarding

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors (sometimes referred to as 'harm outside the home' or 'extra-familial harm') are present in a child's life that are a threat to their safety and/or welfare.

## Vulnerable Groups

There is no way to know which children are most vulnerable to becoming victims of, or being an alleged perpetrator of child-on-child abuse, but there are some factors for 'abuse-risk' to be aware of, including but not limited to:

- very young children
- children with SEN (Special Educational Needs), disabilities and/or health problems
- children who have already experienced, or are currently experiencing:
  - any form of child abuse
  - grooming for any form of exploitation
  - bullying including online bullying
  - forms of domestic abuse (perpetrated by an adult)
  - abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- children who are looked after
- children who have caring responsibilities
- children who experience prejudiced-based bullying including children who identify as, or are perceived to be Lesbian, Gay, Bisexual or Trans (LGBT)

Schools and colleges also need to be mindful of the Protected Characteristics as detailed within the Equality Act 2010 and how children may be impacted. [Discrimination: your rights: Types of discrimination \('protected characteristics'\) - GOV.UK \(www.gov.uk\) Equality Act 2010 \(legislation.gov.uk\)](#)

## Additional considerations for settings

When considering Harmful Sexual Behaviour (HSB), both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Schools and colleges should ensure that their response to sexual violence and sexual harassment (SVSH) between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

## Additional Information

- Definitions - [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)
- Simon Hackett (2010) Continuum model of sexual behaviours -
  - [Sexual development and behaviour in children | NSPCC Learning](#)
  - [NSPCC Learning Understanding sexualised behaviour in children | NSPCC Learning](#)
- Support for Professionals (HSB) - [Harmful Sexual Behaviour Support Service | SWGfL](#)
- [Understanding Behaviour in Schools | The East Midlands Education Support Service \(em-edsupport.org.uk\)](#)
- Foundations in identity Toolkit - [Identity | The East Midlands Education Support Service \(em-edsupport.org.uk\)](#)
- Nottinghamshire Schools' Portal – Tackling Emerging Threats to Children (TETC) pages [Information and Resources for Schools | NCC Schools Portal \(nottinghamshire.gov.uk\)](#)

**Forest Glade Primary School**  
**Child-on-Child Abuse Policy**  
**September 2023**

**Introduction**

At Forest Glade Primary School we have a **zero-tolerance** approach to all forms of child-on-child abuse including sexual violence, sexual harassment (SVSH) and harmful sexual behaviour (HSB). We believe that child-on-child abuse is never acceptable, and it will not be tolerated. It will **never** be passed off as “banter,” “just having a laugh,” “a part of growing up” or “boys being boys.” We will **respond to all signs, reports, and concerns** of child-on-child abuse, including those that have happened outside of our school premises, and/or online. We recognise that children are vulnerable to and capable of abusing their peers, we take such abuse as seriously as abuse perpetrated by an adult. We recognise that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable. We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond.

In cases where child-on-child abuse is suspected or identified we will follow our Child Protection procedures, taking a contextual, trauma-informed, and strengths-based approach to support all children who have been affected by the situation including the victim and **alleged** perpetrator.

**Policy Development**

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2023) and was formulated in consultation with the whole school community with input from: Staff and Governors

This policy is available:

- Online on the school website
- From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

**Aims**

The policy will: -

- Set out our strategies for preventing, identifying and managing child-on-child abuse
- Take a contextual approach to safeguarding all children and young people involved. Acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

**Understanding child-on-child abuse**

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing. Sexual harassment and sexual violence may also occur online and offline.

**The Context**

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB) and children's naturally inquisitive age appropriate behaviour. We are adopting the NSPCC definition of HSB as: - "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult." We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours. (Appendix 1) and the Brook Traffic Lights (appendix 2).

## **Roles and Responsibilities**

All staff working with children maintain an attitude of **'it could happen here,'** and this is especially important when considering child-on-child abuse.

The Head teacher Steven Champion has overall responsibility for the policy and its implementation and liaising with the Governing body, parents/carers, LA (Local Authority), and outside agencies. Safeguarding is the responsibility of all however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead (DSL) and their Deputy in our school are Steven Champion and Gemma Gregory. The nominated Governor with responsibility for child-on-child abuse is Amanda Andrews.

## **Definitions**

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

- Bullying (including cyberbullying, prejudiced-based and discriminatory bullying)
- Abuse in intimate personal relationships between children, (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 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
- 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). This may also be an indicator of wider exploitation such as Child Sexual Exploitation (CSE) and/or Child Criminal Exploitation (CCE) and/or County Lines.

## **Recognising**

At Forest glade Primary School, we recognise that behaviours associated with child-on-child abuse take place on a spectrum. Understanding where a child's behaviour falls on this spectrum is essential to being able to respond appropriately to it.

We recognise that all children grow and develop at their own pace. We will use our professional judgement and knowledge of child development when responding to child-on-child abuse.

## **Vulnerable groups**

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence; young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify or are perceived as LGBTQ+ and/or have other protected characteristics under the Equalities Act 2010.

Whilst research tells us girls are more frequently identified as being abused by another child and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour.

Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child-on-peer abuse, but they do so in gendered ways.

All staff should be aware of indicators, which may signal that 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.

### **Reporting and Responding**

At Forest Glade Primary School, we want children, parents/carers, staff, and visitors to confidently report abuse, knowing their concerns will be treated seriously. We recognise that our school's initial response to a report of child-on-child abuse is incredibly important - how we respond to a report can encourage or undermine the confidence of future victims to report or come forward. As a school we will also respond to reports of alleged child-on-child abuse that have occurred online or outside of school. These reports will be treated seriously, and the school remains committed to supporting and safeguarding all parties including the victim, alleged perpetrator, and any other child(ren) who may be affected.

We will make decisions on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking the leading role and using their professional judgement, supported by other agencies, such as the Local Authority, Children's Social Care, and the Police as appropriate. We will ensure that we reference and follow other school policies and procedures as appropriate.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

### **Children (including bystanders)**

It is important to understand that a victim may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. We recognise that in some instances another child may report on another child's behalf. All children will know how to report concerns or incidents of child-on-child abuse.

We ask that all children report any concerning behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, the site manager or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our children of who they can report concerns to.

The member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. In line with the statutory guidance provided in 3, we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. The member of staff will make a formal record of the concern/report on the school's recording system CPOMS and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in the hall where the child can put their name/a brief note about their concerns/draw a picture of their concern – this worry box is introduced to the children at the start of the year and children are reminded of them regularly. Our school has Class Dojo– if a child feels unable to tell a member of staff about their concerns verbally, they could send a Dojo message with their concerns, and these will be followed-up/responded to by the school's Designated Safeguarding Lead or Deputy.

### **Parents/carers**

We understand that parents and carers may well struggle to cope with making or receiving a report that their child has been the victim of or is an alleged perpetrator of child-on-child abuse.

In line with the statutory guidance provided in Keeping Children Safe in Education 2023 Part 5, we will seek advice and support from other services as decided on a case-by-case basis. All decisions and actions taken by the school will consider the needs of the individual children involved, and the wider school community.

We ask that if parents/carers have concerns about their child experiencing or allegedly perpetrating child-on-child abuse, that they contact the school's Designated Safeguarding Lead/Deputy in person, via telephone call, via email or by sending a Dojo message to explain their concerns. The Designated Safeguarding Lead or Deputy will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Designated Safeguarding Lead or Deputy will make a formal record of the report on the school's recording system, CPOMS and other relevant members of staff will be alerted. The Designated Safeguarding Lead or Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of child-on-child abuse. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations) and ongoing investigations by statutory services. This may mean, at times, that we are not able to provide or share information or updates.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

### **Staff**

Our staff work closely with our children and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a child or a member of the school community. If staff have any concerns about a child's welfare or are concerned that a child is displaying behaviours that may show they have been the victim of or that they are perpetrating child-on-child abuse, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead who is the the Head teacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the report on the school's recording system, CPOMS, and other relevant staff members will be alerted. The Designated Safeguarding Lead or Deputy will seek advice from Statutory Services if the report is deemed urgent or if a pupil is considered at risk.

### **Visitors**

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.). We ask that if a visitor to our school has any concerns about child-on-child abuse that they have witnessed, or have been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the concerns on the school's recording system, CPOMS, and other relevant staff members will be alerted. The Designated Safeguarding Lead or Deputy will seek advice from Statutory Services if the report is deemed urgent or if a child is considered at risk.

### **Responding to Alleged Incidents of sexual violence and sexual harassment**

All reports of child-on-child abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

### **The immediate response to a report**

- Forest Glade Primary School will take all reports seriously and will reassure the victim that they will be supported and kept safe.
- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.
- The DSL will be informed as soon as possible.

### **Risk Assessment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs' assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

Risk assessments will be recorded on CPOMs and be kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

### **Action following a report of sexual violence and/or sexual harassment**

Following an incident, we will consider

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context?

### **Follow up Actions**

Children sharing a classroom:

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

- The perpetrator will be removed from any classes they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

### **Options to manage the report**

#### **Manage internally**

In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded by the designated safeguarding leads and stored on CPOM's.

In line with the above, we may decide that the children involved do not require statutory interventions but may benefit from early help. 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 nonviolent harmful sexual behaviour and may prevent escalation of sexual violence.

Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. 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 that require support.

### **Reporting to the Police**

Any report to the police will generally be made through the MASH as above. The designated safeguarding lead (and their deputies) will follow local processes for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

### **The end of the criminal process**

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children.

We will consider any suitable action following our behaviour policy.

If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary.

A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

### **Support for Children Affected by Sexual-Assault**

Support for victims of sexual assault is available from a variety of agencies (see Appendix 3).



We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family.

If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings.

We will work closely with the police. Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so.

In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport.

The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

### **Physical Abuse**

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority. When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

### **Online Behaviour**

Many forms of child on child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour can be found in the anti- bullying policy, online safety policy and child protection policy.

### **Recording and evaluating**

We will ensure a written report is made as soon after the disclosure as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated. We will ensure the Designated Safeguarding Lead (or deputy) will be informed as soon as possible, if they were not involved in the initial report. At Forest Glade Primary School all concerns are reported on the electronic system CPOMs. We will ensure that details of decisions made and reasons for decisions are recorded as well as any outcomes.

We will ensure that any 'safety plans' are recorded electronically and kept under review. 'safety plans' will be stored on CPOMs.

### **Strategies for Prevention**

Our school, Forest Glade Primary School, actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- **Staff training** – including for supply staff, governors or management committees, volunteers, and visitors:
  - Contextual safeguarding
  - Identification and classification of specific behaviours – SVSH, HSB etc
  - Making it clear there is a **zero-tolerance approach** to child-on-child abuse (especially in relation to SVSH) that it is **never** acceptable and will not be tolerated. Ensuring it is **never** passed off as “banter,” “just having a laugh,” “a part of growing up” or “boys being boys.”
  - Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
  - Challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts
  - Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
  - Responsibilities of the Governing body / proprietors / management committee – they must be aware of their statutory safeguarding responsibilities (effective child protection policy – child-on-child abuse policy)
  - Ensuring that all child-on-child abuse issues are fed back to the safeguarding lead/team so that they can spot and address any concerning trends and identify those children who may need additional support
  
- **Information for children:**
  - Creating an ethos and culture in which all children feel able to share their concerns openly, in a non-judgemental environment, and have them listened to
  - All children are frequently told what to do if they witness or experience any form of child-on-child abuse, the effect that it can have on those who experience it and the possible reasons for it
  - They are regularly informed about the school's approach to all forms of child-on-child abuse, including the school's zero-tolerance approach towards all forms of child-on-child abuse, the process for reporting their concerns of child-on-child abuse and where to go for further help, support, and advice
  - Educating all children about the nature and prevalence of child-on-child abuse via a well embedded RHE/RSHE curriculum, PSHE curriculum or wider curriculum

- Challenging the attitudes that underlie such abuse (both inside and outside of the classroom)
- **Information for parents/carers –**
  - Talking to parents, both in groups and one-to-one
  - Providing opportunities for parents to be involved in the review of school policies and lesson plans; and
  - Encouraging parents to hold the school to account on this issue
  - Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks
  - Challenging the attitudes that underlie child-on-child abuse – in school and/or the wider community
  - Ensuring parents /carers are aware of the ethos and culture of the school or college
- **RHE (Relationships and Health Education) / RSHE curriculum –**
  - The school have a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life, which is supported by a planned programme of evidence based RSHE curriculum
  - Our RHE/RSHE/PSHE programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering children with SEND (Special Educational Needs and Disabilities) and/or other vulnerabilities)
  - We will, through our RHE/RSHE/PSHE programme promote:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Equality and raise awareness of stereotyping and prejudice
    - Body confidence and self-esteem
    - How to recognise an abusive relationship, including coercive and controlling behaviour
    - The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, teenage relationship abuse (intimate personal relationships between children), and how to access support, and
    - What constitutes sexual harassment and sexual violence and why these are always unacceptable

### **Breaches / Complaints**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

### **Links with other policies**

You may find it helpful to read this child-on-child abuse policy alongside the other following school policies:

<b>Policy</b>	<b>How it may link</b>
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils

Anti-Bullying policy	Includes information about bullying behaviours and vulnerable groups
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children’s online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school’s approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE / PSHE Policy	Includes information about our school’s RSHE programme and how we teach about healthy relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school’s response

**Further information and support can be found through the following links:**

- Part 5: Child-on-child sexual violence and sexual harassment (pages 103-133) of Keeping Children Safe in Education (2023) [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111722/keeping-children-safe-in-education-2023.pdf)
- Definitions - [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111722/keeping-children-safe-in-education-2023.pdf)
- Simon Hackett (2010) Continuum model of sexual behaviours -
  - [Sexual development and behaviour in children | NSPCC Learning](https://www.nspcc.org.uk/learning-and-resources/continuum-model-of-sexual-behaviours/)
  - [NSPCC Learning Understanding sexualised behaviour in children | NSPCC Learning](https://www.nspcc.org.uk/learning-and-resources/continuum-model-of-sexual-behaviours/)

**Monitoring and Review**

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: September 2023

Date to be reviewed: September 2024

**Appendix 1**

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	• Single instances of inappropriate sexual behaviour	• Problematic and concerning behaviours	• Victimising intent or outcome	• Physically violent sexual abuse
Socially acceptable	• Socially acceptable behaviour within peer group	• Developmentally unusual and socially unexpected	• Includes misuse of power	• Highly intrusive
Consensual, mutual, reciprocal	• Context for behaviour may be inappropriate	• No overt elements of victimisation	• Coercion and force to ensure victim compliance	• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision making	• Generally consensual and reciprocal	• Consent issues may be unclear	• Intrusive	• Sadism
		• May lack reciprocity or equal power	• Informed consent lacking, or not able to be freely given by victim	
		• May include levels of compulsivity	• May include elements of expressive violence	

<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

This is intended to be used as a guide only. Please refer to the guidance tool at

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

## Appendix 2

# Brook sexual behaviours traffic light tool

### Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

#### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### Amber behaviours

- preoccupation with adult sexual behaviour

- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- 
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

#### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play



## Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

### Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

### Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in

- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

### Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

## Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.

### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having

- more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

- receipt of gifts or money in exchange for sex

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals

## Appendix 3

Further information and support can be found through the following links:

- Part 5: Child-on-child sexual violence and sexual harassment (pages 103-133) of Keeping Children Safe in Education (2023) [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)
- Definitions - [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)
- Simon Hackett (2010) Continuum model of sexual behaviours -
  - [Sexual development and behaviour in children | NSPCC Learning](#)
  - [NSPCC Learning Understanding sexualised behaviour in children | NSPCC Learning](#)

#### **Appendix 4**

Support for Young People: Local and National

- Nottinghamshire Children and Young People's Independent Sexual Violence Advisors (ChiIVAs) provided by IMARA provide emotional and practical support for victims of sexual violence. They are



based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim. <http://www.imara.org.uk/about%20us/chisva-service/>

- Child and adolescent mental health services (CAMHS)

[www.nottinghamshirehealthcare.nhs.uk/cahms](http://www.nottinghamshirehealthcare.nhs.uk/cahms)

- Rape Crisis Centre's can provide therapeutic support for children over 13 who have experienced sexual violence. [www.nottsrvss.org.uk](http://www.nottsrvss.org.uk)

- Internet Watch Foundation (to potentially remove illegal images) <https://www.iwf.org.uk/>

## **Appendix 5**

Useful Publications and Websites Government Publications Sexual harassment and sexual violence in schools

[www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges)

Keeping Children safe in Education –

[www.gov.uk/government/publications/keepingchildren-safe-in-education](http://www.gov.uk/government/publications/keepingchildren-safe-in-education)

Preventing youth violence and gang involvement

[www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youthviolence](http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youthviolence)

Preventing and tackling bullying in schools

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

Other useful documents Sexting Sexting in schools and colleges-Responding to incidents and safeguarding young people

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

Peer-on-peer abuse Farrer & Co - Peer-on-peer abuse toolkit, guidance on peer-on peer abuse policy and template peer-on-peer abuse policy

[www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%202014.pdf](http://www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%202014.pdf)

Anti-bullying alliance There are some useful links on the section on sexual bullying:- Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other professional

[www.antibullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20antibullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17\\_1.pdf](http://www.antibullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-%20antibullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf)

Preventing abuse among children and young people-guidance from Stop it Now

[www.stopitnow.org.uk/files/stop\\_booklets\\_childs\\_play\\_preventing\\_abuse\\_among\\_children\\_and\\_young\\_people01\\_14.pdf](http://www.stopitnow.org.uk/files/stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf)

What is Age appropriate?

<http://www.stopitnow.org/ohc-content/what-is-age-appropriate>

NSPCC-Harmful sexual behaviour

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexualbehaviour/>

NCB Harmful sexual behaviour [https://www.ncb.org.uk/resources-](https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmfulsexual-behaviour)

[publications/resources/workforce-perspectives-harmfulsexual-behaviour](https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmfulsexual-behaviour)

NSPCC –Is this sexual abuse?

<https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplinesreport-peer-sexual-abuse.pdf>

Online sexual harassment Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding

<https://www.childnet.com/our-projects/project-deshame>

Sexism It's Just Everywhere- a study on sexism in schools –and how we tackle it

<https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf>

•Relationship Education , Relationship and Sex Education HMSO

[www.gov.uk/government/news/relationships-education-relationships-and-sex](http://www.gov.uk/government/news/relationships-education-relationships-and-sex)

## Appendix 7

### Online safety