

Safeguarding and Child Protection Policy

2022/23

Greysbrooke Primary School



Document Control

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Introduction

1.1 The Arthur Terry Learning Partnership (ATLP) recognises that safeguarding is everyone's responsibility, and it is the duty of the Trust to safeguard and promote the welfare of children in all schools.

1.2 This is the core safeguarding principle of The ATLP.

1.3 The ATLP is made up of 19 schools, six secondary schools, and 13 primary schools, covering Staffordshire, Birmingham and Coventry and Warwickshire. .

1.4 This is the overarching policy that ensures The ATLP has a strong safeguarding culture across all its schools.

1.5 As such Greysbrooke Primary School has adapted the processes described in this policy to match their specific contextual situation. However, the core principles represented in this policy remain the same for all ATLP schools.

2. Our Core Principles

2.1 Greysbrooke Primary School is totally committed to safeguarding and promoting the welfare of children. It recognises that this is the responsibility of everyone, who works in our schools including all staff, trustees, advocates, and visitors have an important role to play.

2.2 Greysbrooke Primary School fully understands the need to work closely and restoratively with its main safeguarding partner Staffordshire Safeguarding Children's Board as well as others where appropriate to safeguard and promote the welfare of children.

2.3 Greysbrooke Primary School has regard to current legislation when carrying out duties to safeguard and promote the welfare of children. Safeguarding and promoting the welfare of children is defined for the purpose of this policy 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; and
- Taking action to enable all children to have the best outcomes.

2.4 "Children" includes everyone under the age of 18.

2.5 It is the role of the ATLP Trust Board to ensure that the appropriate mechanisms are in place within Greysbrooke Primary School to assist staff to understand and discharge their roles and responsibilities as set out in current legislation about safeguarding children.

2.6 Greysbrooke Primary School believes that:

- All children have the right to be protected from harm.
- Children need to feel safe and to be safe in our schools.
- We can contribute to the prevention of abuse.

- Children need support that matches their individual needs, including those who may have experienced abuse.

2.7 Greysbrooke Primary School will fulfil local and national responsibilities as laid out in the latest editions unless stated, of the following documents:

- Working together to Safeguard Children Department for Education (2018) Updated December 2020
- Keeping Children Safe in Education 2022: statutory guidance for schools and colleges (DfE)
- The procedures of The Staffordshire Safeguarding Children’s Board
- The Procedures of the West Midlands Safeguarding Children Board
- Birmingham’s Children’s Trust
- The Children Act
- The Education Act 2002 s175
- Dealing with Allegations of Abuse
- Teachers Standards 2012
- Prevent Duty 2015, Updated April 2021
- FGM Duty 2016

Guidance for safer working practice for those working with children and young people in education settings.

- Children Missing from Education
- Sexting in Schools and Colleges
- GDPR
- Mental Health & Behaviour in Schools
- Birmingham Criminal Exploitation and Gang Affiliation
- Early Years Foundation Stage Guidance
- Voyeurism offences act 2019

2.8 This policy will be reviewed regularly and may be revised and updated. For this reason, Greysbrooke Primary School authorises Sue Bailey to accept updates on matters of detail between annual reviews and inform the Board. Headteachers will ensure staff are made aware of these changes.

The details of these changes should be listed in the codicil insert at the end of the policy.

3. Overall aims

As previously stated, this policy is an overarching policy. Greysbrooke Primary School has adapted this policy to reflect its local context.

3.1 This policy will contribute to the safeguarding of students and promote their welfare by:

- Developing staff awareness of the causes of abuse and alerting staff to signs and symptoms of abuse
- Ensuring staff know what to do if they suspect abuse.
- Addressing concerns at the earliest possible stage and thereby reducing potential risks to students.

3.2 This policy will contribute to the protection of children within Greysbrooke Primary School by:

- Promoting partnership working with children, parents, and agencies.

- Securing the implementation of safer recruitment practices.

3.3 This policy will contribute to supporting children by:

- Promoting the identification and protection of the most vulnerable.
- Promoting the identification of individual need where possible.
- Promoting the design of plans to meet needs.
- Ensuring that support is offered to individual children who have experienced abuse, abused others, or acted as young carers.

3.4 To further support and protect children Greysbrooke Primary School will:

- Appoint a Safeguarding Advocate and provide training to enable the advocate to fulfil their role as detailed in KCSiE 2022. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our schools are effective.
- The Safeguarding Advocate at Greysbrooke Primary School is tbc
- Advocates should know and understand their responsibilities in relation to the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty. Specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism. They should focus on supporting leaders to eliminate unlawful behaviours such as sexual harassment, ensuring that all students know and understand their rights especially those in relation to the right to education.
- Create an atmosphere where all it's children can feel secure, valued, and listened to.
- Respond quickly and effectively to cases of suspected abuse in all its forms.
- Monitor and support children at risk. Develop a safeguarding curriculum that will raise children's awareness, build resilience and confidence and enable children to make informed decisions to keep themselves safe.
- Ensure that all adults within Greysbrooke Primary School who have access to children have been checked as to their suitability as in line with current guidance and are aware of children protection procedures via training.
- Continuing to support a child for whom there have been concerns, who then leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the child's new school.
- Ensure there are rigorous and robust systems within Greysbrooke Primary School to ensure the appropriate filtering and monitoring of the use of the internet. We will offer training and education to staff, children and parents to keep them safe from potentially harmful online material in line with The ATLP Digital Strategy

4. Key Messages: All Staff should

Know that child abuse happens everywhere including here. They should be vigilant, notice things and develop their 'professional curiosity'.

Be aware that children can be at risk of harm both inside and outside of the home or school and online.

Be alert to the signs and indicators of abuse.

Know that they must share any concerns they have about a child with the Designated Safeguarding Lead (DSL) at the earliest opportunity. The DSL at Greysbrooke Primary School is Ellie Ballinger.

Keep accurate records.

Be aware that this policy also extends to any establishment we commission to deliver education to our students on our behalf, including alternative provision. Any commissioned agency will reflect the values, philosophy, and standards of Greysbrooke Primary School. Confirmation will be sought that the appropriate safer recruitment checks and risk assessments are completed, We will ensure ongoing monitoring including attendance checks are completed as in line with our safeguarding practices.

5. Assessment of Risk outside the home

5.1 ATLP recognise the importance of considering the specific context of each of our school to fully assess and reduce the risks to our students. As such, we are aware of the risks presented to our children in their local environment. Data obtained from My Concern will be used to establish key safeguarding issues relating to each of our schools.

5.2 Senior leaders within Greysbrooke Primary School have used this information, plus their local knowledge to identify these risks and issues in the wider community when considering the wellbeing and safety of its students.

Greysbrooke Primary School is located in the village of Shenstone, 3.5 miles from the City of Lichfield. Both Shenstone and Lichfield are predominately White British and so many children do not have exposure to differing faiths and beliefs. There can also be a lack of awareness among the children of those less fortunate/living in poverty. Shenstone is based along the train line which goes from Lichfield Trent Valley to Birmingham New Street; this makes the risk of county lines a concern, especially as children become older and more independent travelling to and from the Village. In addition, we are also mindful of the vulnerability of our children in relation to the dangers of the online world, including inappropriate behaviours online and risk of online exploitation. Data obtained from My Concern helps establish key safeguarding issues relating to our school. The impact of the COVID pandemic continues, and alongside the increase in cost of living, we are seeing an increase in mental health/wellbeing concerns, behavioural and family relationship issues.

5.3 This information will be used to direct and personalise both the safeguarding curriculum for children and staff training within each school as well as information for parents.

6. Key processes

6.1 All staff members will receive annual safeguarding training and prevent training along with regular updates as appropriate to enable them to be aware of the systems within their school, the current issues and trends which impact upon safeguarding. Key staff will undertake more specialist safeguarding training.

6.2 All staff, upon induction, must have the following policies and procedures explained to them. This should include:

6.3 Safeguarding Policy to include Appendix One: Protecting Children from Significant Harm
Staff Behaviour Policy including Guide to Safer Working Practice
Information about the role of the DSL including details of who the DSLs are and how to contact them.

Provision will also be made to train those starting during the year

6.4 All staff must familiarise themselves with the context of these policies and seek further clarification if unsure.

6.5 All staff **must** read 'Keeping Children Safe in Education 2022 Part One' and Annex B where appropriate and sign to acknowledge they have read and understand this document along with 'Guide to Safer Working Practice'. Further support is available if required from DSLs in each school. A condensed version for those staff who do not work directly with children can be found in Annex A. However, as we see safeguarding as everybody's responsibility, we ask all staff to read Part One.

6.6 Further information is also included in Annex B. Annex B contains important information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read this annex

6.7 Additional guidance can be gained from:

- Staffordshire Children's Advice and Support (SCAS) 03001118007
- Out of hours 03546042886
- Birmingham City Council Advice Line CASS- 0121 303 1888
- Out of hours: 0121 675 4806
- Warwickshire Education Safeguarding Service 01926742525 or 01926742601
- Out of hours 01926886922
- West Midlands Police: 0845 113 5000
- NSPCC Helpline: 0808 800 5000
- NSPCC Whistle blowing hotline: 0800 0280285.
- Counter Terrorism Unit Hotline Number – 0800 789 321
- Adult Health, Social Care (for students over 18) on 0121 303 1234

6.8 Greysbrooke Primary School will ensure that it has

- A series of named DSLs, who are appropriately trained and undertake additional training. Details of DSLs can be found in Appendix 4 of this policy and within this school policy.
- All staff and visitors are familiar with, and have access to, this policy.
- DSL's will have a job description in line with Annex C of KCSiE 2022
- All DSLs attend appropriate refresher training every 2 years.
- DSLs' will be given opportunities to meet regularly, access high quality training and share expertise and good practice and support each other.

Regular supervision will be offered within the school to those with a Child Protection case load. All staff are made aware that abuse, neglect, and safeguarding issues are complex and can overlap with one another and rarely stand alone.

- All staff and visitors are alerted to the correct procedure to enable them to deal with a disclosure in line with the guidance which can be found in the appendices.
- All staff follow the procedures for Safer Recruitment with both staff and volunteers.

- All trustees/advocates/members are subjected to an enhanced DBS check and are checked against the Teaching Regulations Agency Barred list (Section 128 check). Details of our Safeguarding Advocates can be found on Greysbrooke Primary School public website under governance. <https://atlp.org.uk/about/governance/>

6.9 Along with the headteacher and lead DSL (Ellie Ballinger), Richard Storer and Clare Glandfield will be responsible for co-ordinating all child protection activities. This will include case monitoring and case review as well as quality assurance of child protection records.

6.10 Greysbrooke Primary School will ensure that all data about children and their families is handled in accordance with the requirements of the law, and any national and local guidance. Greysbrooke Primary School is aware of the changes to Working Together 2020 with specific reference to sharing information¹.

6.11 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or may be at risk of harm, their duty is to forward this information without delay to the designated person for child protection or a child protection liaison officer. For additional guidance refer to “Information Sharing: Guidance for Practitioners and managers” (Department for Children, Schools, and Families Publications).²

6.12 The Safeguarding Advocate, tbc, will liaise with the headteacher/LDSL Ellie Ballinger to support effective safeguarding in their school and will feedback where appropriate.

6.13 All Safeguarding Advocates must read Part Two the Management of Safeguarding Keeping Children Safe in Education 2022 and will participate in additional safeguarding training to enable them to fulfil their role.

6.14 **The Trust Board** will ensure that Greysbrooke Primary School :

Has procedures in place in accordance with the procedures of The Staffordshire Safeguarding Children Board, The Birmingham Children’s Trust, or the Local Authority in which a child lives and complies with the other statutory documentation noted earlier.

- Operate, “safer recruitment” procedures and ensure appropriate checks are carried out on all new staff and relevant volunteers.
- Pay special attention to volunteers, including those under the age of 18, and ensure that they are safer recruited, safeguarded and receive appropriate safeguarding training.
- Ensure the headteacher and all other staff who work with children undertake training annually and receive regular updates throughout the year.
- Ensure that temporary/supply staff /contractors and volunteers are made aware of the school’s arrangements for child protection and their responsibilities and are appropriately trained and safer recruited
- Ensure the Annual 175 Safeguarding Audit or equivalent, as required by the Local Authority is completed, drawn up and implement and an action plan to address any areas for development is presented and then reviewed .
- Recognise the stressful and traumatic nature of safeguarding and child

¹ Further guidance can be found in Data protection: a toolkit for schools (DfE) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf

²

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

- protection work and will provide opportunities for staff to talk through their anxiety via supervision.
- Remedy any deficiencies or weakness brought to its attention without delay .
- Have procedures for dealing with allegations of abuse and low-level concerns, against staff / volunteers, and that these procedures are known by all staff.
- Have an appropriate senior member of staff from the leadership team who is the nominated Lead Designated Safeguarding Lead (LDSL). The LDSL will take lead responsibility for safeguarding and child protection, and this will be explicit in the role-holders job description.

6.15 Greysbrooke Primary School may choose to have one or more deputy DSLs (DDSL). All deputies will be trained to the same standard as the LDSL. However, whilst the activity of the LDSL can be delegated to an appropriately trained deputy, the ultimate lead responsibility will remain with the LDSL.

6.16 During term time, the LDSL and/or deputy will always be available during school hours. Adequate cover will be arranged for any out of hours/out of term activities.

6.17 A designated teacher (DLACT) for looked after and previously looked after children will be appointed who will promote the educational achievement of these children. They will be appropriately trained and have the necessary experience to fulfil this role. They will also work alongside the Local Authority to support young people who cease to be looked after and become care leavers.

6.18 A relevant member of the Executive Team (Director of Education, Strategic Lead or CEO) will be nominated to be responsible for liaising with the Local Authority and other partner agencies in the event of allegations of abuse being made against the headteacher.

6.19 The CEO will be nominated to be responsible for liaising with the Local Authority and other partner agencies in the event of allegations of abuse being made against a member of the Executive Team.

6.20 The Chair of the Trust Board will be nominated to be responsible for liaising with the Local Authority and other partner agencies in the event of allegations of abuse being made against the CEO, an Advocate or Trustee.

6.20 The Vice-Chair of the Trust Board will be nominated to be responsible for liaising with the Local Authority and other partner agencies in the event of allegations of abuse being made against the Chair of the Trust Board.

7. Our role in preventing abuse

7.1 Greysbrooke Primary School pays full regard to Keeping Children Safe in Education 2022 including Safer Recruitment. At least one member of staff on the interview panel/recruitment process for staff and volunteers will have undertaken the Safer Recruitment Training. All recruitment materials will include specific reference to our commitment to safeguarding and promoting the wellbeing of all its students.

7.2 Throughout Greysbrooke Primary School , safeguarding issues will be addressed through the safeguarding curriculum with a focus on British Values including self-esteem, emotional literacy, relationship education, child on child abuse, sexual harassment, and sexual abuse and RSE. Our

LDSL's will work closely with Curriculum leaders including the PSHE Lead to ensure the safeguarding curriculum meets the needs of the students

7.3 We will also focus on online safety as part of our broad and balanced curriculum. This includes advice on online challenges and hoaxes, sharing information with parents and carers and where to get help and support. Further details are to be found in Acceptable use of Technology Policy, including the mobile phone policy. This will include reference to the 4 C's (Content, Contact Conduct and Commerce). When children use our school's network to access the internet they are protected from inappropriate content by our filtering and monitoring systems. This includes the use of Smoothwall.

7.4 As such the Safeguarding and Child Protection Policy will not be separated from the general ethos of the Partnership, which will ensure all students are treated fairly, feel safe, have a voice, and are listened to.

7.5 Greysbrooke Primary School is aware, following the Government published Counter Terrorism and Security Act 2015 known as "The Prevent Duty" of the specific need to safeguard children, young people and families from violent extremism and the need to ensure all members of staff are trained in this respect annually. Further details can be found in Appendix Three.

7.6 In response to this threat a nominated LDSL Ellie Ballinger will be the single point of contact (SPOC) who will co-ordinate any response. The SPOC at Greysbrooke Primary School is Ellie Ballinger. Our DSL's will receive training about The Prevent Duty, and we will use our curriculum to ensure our children and young people understand how people with extremist views share these with others especially via the internet.

7.7 Greysbrooke Primary School is aware of the need to safeguard students who are vulnerable to child sexual exploitation, honour-based abuse which encompasses incidents or crimes which have been committed to protect or defend the honour of a family. This includes child forced marriage and female genital mutilation, involvement in gangs, private fostering, and trafficking. Further details including a definition and signs and symptoms are to be found in Appendix One.

7.8 The need to safeguard children from child on child abuse is recognised. Child on child abuse can manifest itself in many ways including sexting, sextortion, youth produced sexual imagery and cyber bullying. Our approach to Child on Child abuse and sexual abuse and harassment can be found in Appendix Two of this document. This includes details of how to minimise the risk, how we will record and investigate any incidents and how we support both the victim and the perpetrator. Staff will be aware of the different gender issues that might be prevalent when dealing with child on child abuse and the importance of promoting healthy relationships. Will we record all such incidents on My Concern. We are aware that even if there are no reported cases of such abuse this may still be taking place. It has simply not been reported.

7.9 Greysbrooke Primary School is aware of the cross-government definition of domestic abuse to include controlling and coercive behaviour and manipulation, and the adverse impact this can have on all children who may witness or be exposed to this type of abuse. We also recognise that this might be a single incident or follow a pattern. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse) Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people, can also occur within their personal relationships, as well as in the context of their home life. We will signpost and support our children/ young people where appropriate

7.10 Greysbrooke Primary School will work together with the local Police force (Operation Encompass) to provide emotional and practical help in cases of domestic abuse for all of those involved

7.11 Greysbrooke Primary School will have a zero-tolerance approach to all forms of abuse. Additional guidance on sexting, sharing nudes and semi nudes, child sexual exploitation, child criminal exploitation, serious violent crime, gangs, county lines, cyber bullying, child on child abuse and other issues can be found in Appendix Two. This also includes details on signs and symptoms of different types of abuse and links closely to the information in Part 5 of KCSiE 2022

7.12 Annex B of KCSiE 2022 also includes guidance on children and the court system, children missing from education, children with family members in prison, child sexual exploitation, child criminal exploitation: county lines, domestic abuse, including controlling and coercive behaviour and homelessness, so called honour based abuse (including FGM and forced marriage and breast ironing), preventing radicalisation, child on child abuse , sexual violence and sexual harassment between children in schools, what is sexual violence and sexual harassment, up skirting ,and the response to a report of sexual violence or sexual harassment.

7.15 Greysbrooke Primary School is also aware of The Homelessness Reduction Act (2017) and the need to work with Social Care and Housing to prevent young people becoming intentionally homeless.

7.16 Annex A also includes the guidance 'Sexting in Schools and College': responding to incidents and safeguarding young people (UK CCIS 2016). These issues will be addressed through curriculum content and special events.

7.17 Greysbrooke Primary School is aware of safe protocols for using mobile phones and cameras in school and has due regard to the risks from up skirting and voyeurism, along with others. All Early Years settings will follow the guidance for the use of mobile phones detailed in EYFS document.

7.18 Greysbrooke Primary School will monitor 'Children Missing from Education' and those who have 'Left School No Trace' and the inherent risk this can present. This includes the new reporting guidance when a student name is removed from the admission register under any of the 15 grounds set out in the regulations. If a child goes missing from our school and we are unable to locate them, we will inform parents/carers and we will also contact the Police to report them missing. This will ensure that the Police and other partners have a true picture of missing episodes, which are indicators of risk for some children. We will also follow the procedures laid out by the local authority

7.19 DSL's will work closely with the attendance officers. Knowing where children are during the school day is an extremely important aspect of safeguarding and absence from school can be an indicator of abuse. We will monitor attendance carefully and address poor or irregular attendance as a priority.

7.20 When a parent chooses to remove their child/ren from school to receive EHE (Elective Home Education), the DSL will pass on any safeguarding concerns and the safeguarding file if there is one, to the EHE Team within the authority and inform other professionals who may be involved with that child.

7.21 Greysbrooke Primary School will notify the Local Authority when a student name is added at a nonstandard transition point (further details available in the guidance "Children missing from education: statutory guidance for local authorities 2016")

7.22 Greysbrooke Primary School will notify the Local Authority of any student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 5 days or more.

7.23 Greysbrooke Primary School will notify the Local Authority of any student who is deleted from the admission register.

7.24 Greysbrooke Primary School will hold 2 or more emergency contact numbers for each student to support our safeguarding processes.

7.25 Greysbrooke Primary School pays due regard to the current legislation concerning the statutory requirement to report any suspected cases of FGM, or suspected future FGM to the police. Failure to report such cases will result in disciplinary sanctions. It is advised that the teacher should consider discussing the situation with the DSL and seek advice/support from the appropriate children's safeguarding board unless they have a good reason not to, before a decision is made as to whether it is a case of FGM or not, therefore the mandatory reporting duty applies.

7.26 Greysbrooke Primary School is aware of the behaviours associated with drug taking, alcohol abuse, deliberately missing education and sexting that can put young people in danger.

7.27 Greysbrooke Primary School is aware of the risks posed to children by criminal exploitation and gang affiliation and the links to serious violent crime county lines and will work with other agencies to support these victims and disrupt activity.

7.28 Greysbrooke Primary School is aware of the links between mental health and safeguarding and understands that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse. Whilst only trained professionals can make a diagnosis, staff working within the Greysbrooke Primary School are well placed to observe children daily and will take the appropriate action if there is a safeguarding concern. If staff have a mental health concern about a child that is also a safeguarding issue, they will use the procedures within their school to report this to a DSL.

7.29 Greysbrooke Primary School is aware of the impact of adverse childhood experiences on children. (ACES)

7.30 Greysbrooke Primary School will ensure the No Platform Policy is adhered to within its schools. We are also aware that it is our responsibility to check that any provider who uses our premises after school hours follows the correct safeguarding procedures.

7.31 Greysbrooke Primary School will, when appropriate, share the lessons learned from Child Death Practice Reviews and Homicide reviews.

7.32 Greysbrooke Primary School will follow the new regulations regarding private fostering and the need to report such situations to Social Services A private fostering arrangement is one that is made privately for the care of a child under 16 (under 18 if the child has a disability), by someone other than a parent or immediate family member³. Staff should notify the DSL if they are made aware of such an arrangement. The DSL will inform the LA. On admission to school, we will take every step to verify the relationship of the adults to the child who is being registered.

7.33 Greysbrooke Primary School will notify the relevant Local Authority of any known child death.

³ The Children's Act defines an immediate family member as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership).

7.34 Greysbrooke Primary School will adhere to the new guidance, Children Who Pose a Serious Risk to Others in School (School Safety Plan) and Keeping Children Safe in Education 2022.

7.35 Greysbrooke Primary School is very much aware of the link between vulnerability and safeguarding. All vulnerable should be identified, and measures put in place to offer additional support where appropriate. This includes children with special educational needs or certain health conditions. As a partnership we will provide extra support for these children

7.36 Greysbrooke Primary School is aware that there are circumstances when it is appropriate for staff in school to use “reasonable force” to safeguard children. This term may cover a range of actions such as breaking up a fight to leading a child to safety. Reasonable, under these circumstances, means using no more force than is needed. Additional advice is available from <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

7.37 Greysbrooke Primary School will adhere to the new guidance published by the NSPCC “When to call the police”.⁴

7.38 Greysbrooke Primary School is aware of children potentially at risk of greater harm and who have an allocated Social Worker (Child in Need and Child Protection Plans LAC). We are aware that the Virtual School Headteacher⁵ has responsibility to promote the education of all children who have a social worker and as such we will work closely with the virtual school to support this. Greysbrooke Primary School is aware of the guidance on promoting the education of children with a social worker and the role of the virtual school. We recognise that such students may be facing educational barriers and poor mental health. We will take these needs into account.

7.39 Greysbrooke Primary School is also aware of the guidance contained within Police and Criminal Evidence Act (1984) – Code C sometimes known as PACE which requires Children must have an appropriate adult when in contact with Police officers. Further details are available in Appendix 7.

8. Responding to concerns from a child

All staff at Greysbrooke Primary School are aware of the need to report any suspected case of abuse, including any of those mentioned above, to a DSL immediately using the specified system within their school. If the DSL is not available, they should speak to the Headteacher or Senior Leader or take advice from children’s social care. We are very much aware that children are not always ready or able to disclose or know how to tell someone they are being abused, exploited, or neglected. They may not recognise this is happening. They may feel embarrassed, humiliated, or threatened. This should not prevent staff from having professional curiosity and speaking to a DSL if they have concern. We are also aware that we do not always need a disclosure to make a referral. As such we will consider how we create opportunities for children to share their concerns with us, how we build meaningful relationships and safe spaces for our children within our schools. We will also ensure all staff are vigilant to the indicators of abuse and have the confidence to report these

8.2 Dealing with disclosures:

⁴<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

⁵ Additional information on role of VSH can be found via this link <https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker>

- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child, tell him/her you are pleased he/she is speaking to you.
- Never enter a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people to do this. State who this will be and why.
- Tell him/her that you believe them. Children very rarely lie about abuse, but she/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not his/her fault.
- Encourage the child to talk but do not ask 'leading questions' or press for information.
- Listen and remember.
- Use T.E.D. Tell me, explain, describe.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that she/he has a right to be safe and protected.
- Do not tell the child that what he/she experienced is dirty, naughty, or bad.
- It is inappropriate to make any comments about the alleged offence.
- Be aware that the child may retract what he/she has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed written record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- Never take photographs of marks or ask a child to remove any clothing. Staff should always be aware of their own vulnerability and take steps to minimise risk.

NB. It is not staff members' role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

8.3 However, where unmet needs have been identified using such a model, but there is no evidence of significant harm, the LDSL will add the name of the young person to the records of children with a safeguarding vulnerability and begin an in-school response in line with Early Help.

8.4 If needs continue to be unmet, the LDSL will escalate the response to ensure the unmet safeguarding needs are addressed. This may include a Think Family or Social Care response via a Request for Support seeking advice from Children's Social Services

If needs continue to become unmet and referrals are not acted upon, the Lead LDSL will use the process outlined in the appropriate Escalation Policy to ensure the child's needs are met until a conclusion is achieved

8.5 Immediately after receiving a disclosure (remember that you should not deal with this yourself) you must report the disclosure or details of your concerns to a DSL either in person or via My Concern according to the system in your school. The details should be recorded on My Concern. The system in Greysbrooke Primary School is MyConcern.

8.6 It is important to remember that children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. A disclosure may come in many forms. Listening to and supporting a child / young person who has been abused can be traumatic for the adults involved. Support will be made available to staff from the LDSL or headteacher.

8.7 If it is felt that the child's needs fall into a category of Universal Plus or Additional Needs, the DSL will offer and seek advice about an Early Help Assessment. If the concerns are deemed complex and significant this will be referred to Children's Social Care.

8.8 When invited, the DSL will participate in a strategy meeting, adding the school held intelligence to the discussion.

8.9 Additional information regarding specific safeguarding issues can be found in Annex B of KCSiE or at

<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible>

9. Responding to concerns about a child

9.1 Where Greysbrooke Primary School has concerns about a child, the appointed DSL will decide what steps should be taken and will advise the headteacher.

9.2 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when and recorded on My Concern.

9.3 Where paper child protection files are received Greysbrooke Primary School will ensure that these records are stored securely place separate from other records. There should be a marker on any other files relating to the child that indicates there are also child protection files. As soon as possible these should be scanned into My Concern. All Child Protection information will be kept for at least the period which the child is attending the school, and beyond that, in line with current data legislation. Greysbrooke Primary School uses My Concern and as such information is stored electronically and securely

9.4 Access to these records by staff other than by the DSL will be restricted, and a written record will be kept of who has had access to them, and when, where appropriate.

9.5 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. No information will be disclosed to a parent held on a child if this would put the child at risk of harm.

9.6 If a child moves from a school within Greysbrooke Primary School , child protection records will be forwarded on to the LDSL at the new school, with due regard to their confidential nature. Transferring schools will forward child protection records to their new destination in their entirety. Schools are permitted to keep a copy of the chronology sheets for their own records. Contact between the two schools may be necessary. Each school will record where and to whom the records have been passed and the date.

9.7 If sending by post, children's records will be sent by 'Special / Recorded Delivery'. For audit purposes a note of all children's records transferred or received should be kept in either a paper or electronic format, this will include the child's name, date of birth, where and to whom the records have been sent and the date send and / or received. Records held on My Concern will be transferred electronically.

10. Responding to allegations about a member of staff

10.1 Greysbrooke Primary School will follow the procedure outlined in The ATLP Allegations of Abuse against Staff Policy including the information on low level concerns should be followed along with the guidance in KCSiE Part four. This includes details of recording and data storage. We will use Confide to store such information.

10.2 An allegation may involve any adult working in our schools such as a teacher, supply teacher volunteer or contractor.

10.3 Within school any allegation about a member of staff must be reported to the Headteacher.

10.4 The Headteacher will decide whether the concern is an allegation or a low-level concern. The term low level does not mean it is insignificant, it means the behaviour towards the child does not meet the threshold for referral to the Local Authority Designated Officer. However, if there is any uncertainty the Head teacher is advised to consult the LADO. Head teachers should always consult HR.

10.5 Any concerns about the Headteacher should be reported to the appropriate Director of Education. Concerns about the Director of Education should be reported to the CEO. Concerns about the CEO should be reported to the Chair of the Trust Board (see flow chart).

10.6 It is an allegation if the person has behaved in a way that has harmed or may have harmed a child, possibly committed a criminal offence or poses a risk of harm to children.

10.7 It is also an allegation if they have behaved in such a way that indicates they may not be suitable to work with children (this includes behaviour outside school).

10.8 Concerns may be graded low level if the concern does not meet the threshold for referral to the LADO.

10.9 Behaviours include, but not limited to being over friendly with children, having favourites and inappropriate sexualised language.

10.10 All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to the ATLP guidance in respect to safe conduct as well as guidance given on professional standards and conduct. (Reference Teachers' Standards) and the latest edition of 'Guidance for safer working practices for those working with children and young people in education settings.

10.11 Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Staff should be aware of 'Whistle Blowing' procedures. Details can be found in The ATLP Whistle blowing policy or via the NSPCC

11. Safeguarding procedures

11.1 Greysbrooke Primary School adheres to The Staffordshire Safeguarding Children Board Procedures . Copies of these are kept by the headteacher and must be the subject of training and be available to all staff and advocates.

11.2 The headteacher will identify a LDSL for child protection co-ordination in the school. The head will identify clearly who will deputise in the absence of the LDSL and ensure that any such DDSL is appropriately trained. The LDSL for Greysbrooke Primary School is Ellie Ballinger.

11.3 The LDSL will ensure the following reporting and recording procedures are maintained electronically on My Concern in line with in KCSI E 2022: All safeguarding alerts recorded on My Concern will be opened, triaged, and then actioned. Ideally this should happen on the day they are received. The LDSL will have an overview of this and will monitor regularly.

11.4 Phone calls to Children's Social Services and other partner agencies asking for advice must be recorded electronically.

11.1 The Trust Board will receive reports on safeguarding and child protection at every second meeting

11.6 Greysbrooke Primary School will follow the statutory guidance in Keeping Children Safe in Education 2022 about safer recruitment procedures including social media checks

11.7 Greysbrooke Primary School is aware of the changes to Safer Recruitment guidance (Criminal Records System November 2020) with specific regard to Under 18's, multiple convictions and cautions and convictions which must be disclosed during interview.

12. Parents and Carers

12.1 This policy will be made freely available to parents via Greysbrooke Primary School website. Hard copies are available upon request.

12.2 Further details can be found in of Appendix One 'Protecting Children from Significant Harm – Staff and Visitor Guidance'.

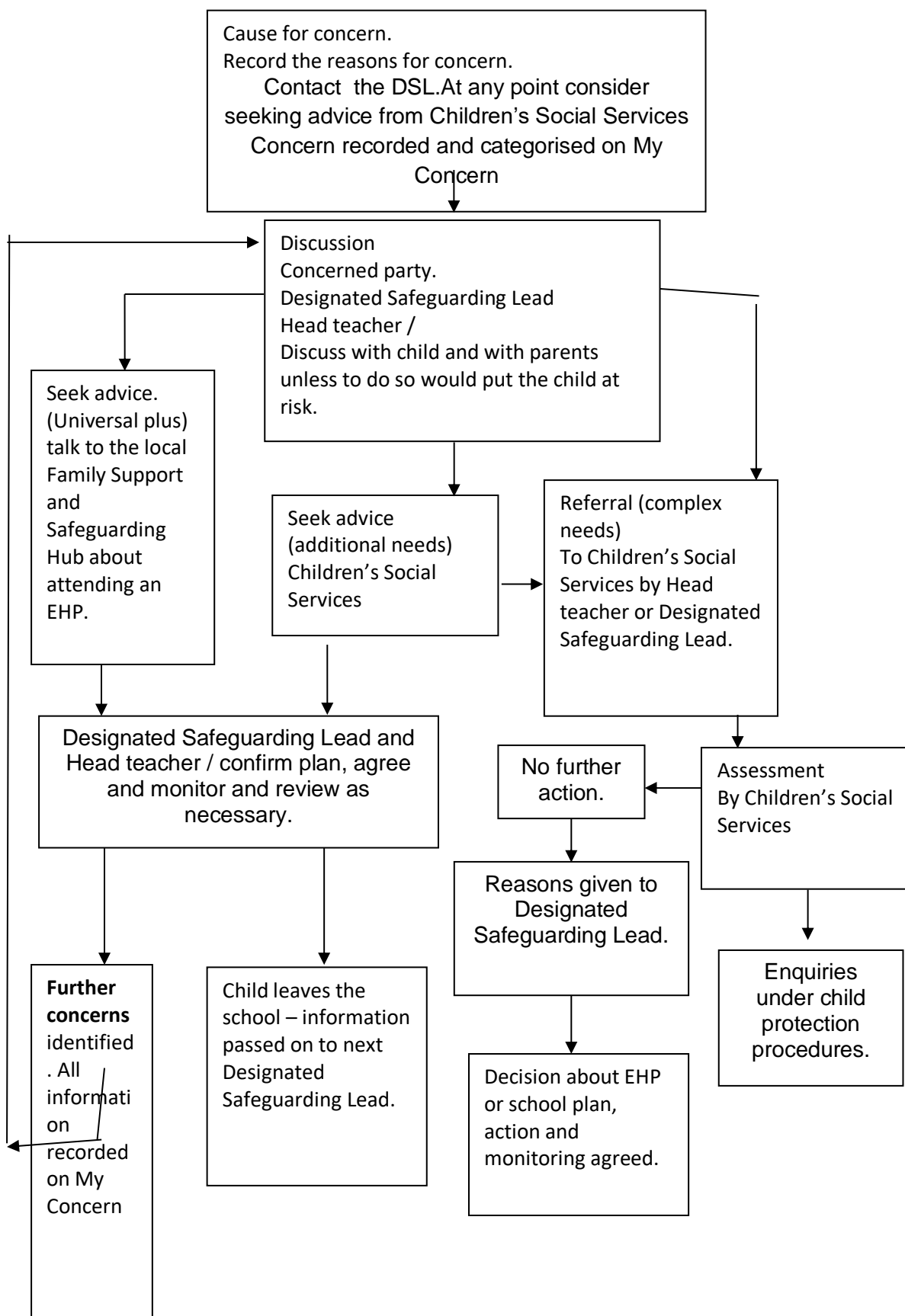
12.3 This section details local procedures as well as the different types and indicators of abuse, and how to respond to a disclosure and confidentiality. There is also important information for all staff on how to keep themselves safe.

13. The Key Procedures

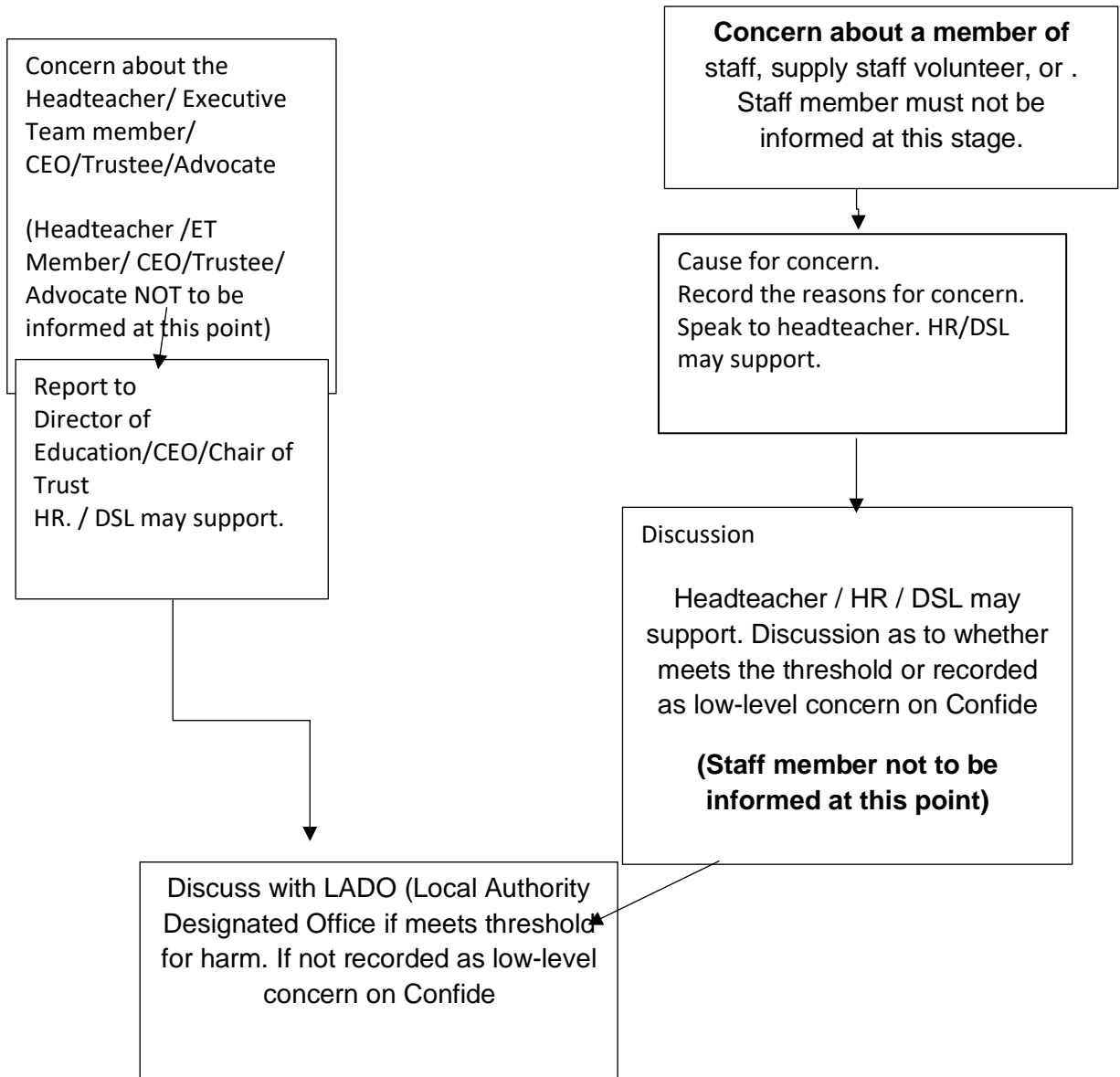
See flowcharts on following pages.

RESPONDING TO CONCERNS ABOUT A CHILD

If the child is in immediate danger phone 999



**RESPONDING TO CONCERNS ABOUT A STAFF MEMBER OR
HEADTEACHER/EXECUTIVE TEAM MEMBER/CEO /Trustee/
Advocate. Including low level concerns**



APPENDICES

List of Appendices

Appendix 1:	Protecting Children from Significant Harm booklet (also available as a separate attachment)
Appendix 2:	Child on child abuse
Appendix 3	Indicators of Vulnerability to Radicalisation
Appendix 4:	Key contacts for each school within The ATLP
Appendix 5	List of acronyms used within this document.
Appendix 6.	Useful definitions
Appendix 7	PACE

Appendix 1: Protecting Children from Significant Harm Booklet

Greysbrooke Primary School

Staff and Visitor Guidance September 2022

**You must report any concern you have about a student's welfare or safety to a DSL.
Safeguarding is everyone's responsibility.**

**The identities of our DSLs in each school are displayed in prominent positions around the school, in reception and below.
Please add photos and details of DSL's**

A DSL will always be available

A DSL may be accessed via School Reception

Greysbrooke Primary School is located in the village of Shenstone, 3.5 miles from the City of Lichfield. Both Shenstone and Lichfield are predominately White British and so many children do not have exposure to differing faiths and beliefs. There can also be a lack of awareness among the children of those less fortunate/living in poverty. Shenstone is based along the train line which goes from Lichfield Trent Valley to Birmingham New Street; this makes the risk of county lines a concern, especially as children become older and more independent travelling to and from the Village. In addition, we are also mindful of the vulnerability of our children in relation to the dangers of the online world, including inappropriate behaviours online and risk of online exploitation. Data obtained from My Concern helps establish key safeguarding issues relating to our school. The impact of the COVID pandemic continues, and alongside the increase in cost of living, we are seeing an increase in mental health/wellbeing concerns, behavioural and family relationship issues.

We recognise the importance of considering the context of each of our school to fully assess and reduce the risks to our students. As such, we are aware of the risks presented to our children by the local environment.

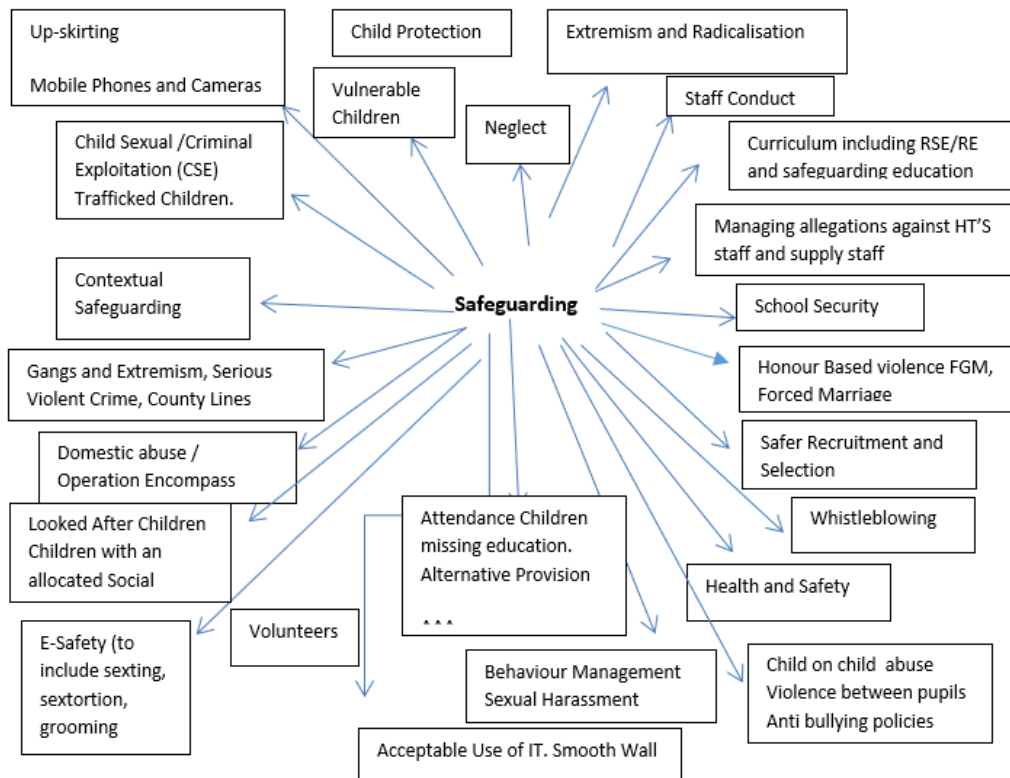
We know that extra familial harms take on a variety of different forms and children can be vulnerable to multiple harms including child on child abuse, sexual and criminal exploitation and serious violent crime and online abuse. Children may suffer abuse within the school setting or outside of school.

What is Safeguarding?

Remember Child Protection is everyone's responsibility regardless of role or status.

Section 11 of the Children Act 2004 places duty on agencies to ensure that their functions are discharged having regard to the need to safeguard children and promote their welfare; by safeguarding and promoting welfare we mean:

- **Protecting children from abuse or neglect.**
- **Preventing impairment of the children's mental and physical health or development.**
- **Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and**
- **Creating opportunities to enable children to have optimum life chances in adulthood**



Child Protection is the responsibility of everyone. Report concerns to the right person, in person. For additional information please see policies and information on the school or The Staffordshire Safeguarding Children Board website or in Keeping Children Safe in Education 2022.

Child protection is just one aspect of safeguarding, one that we as a Partnership take very seriously. It is much better to share a concern and be wrong than not share at all.

Remember there are many forms of abuse including extra familial abuse and intra familial abuse. We must be alert to them all. We must imagine the unimaginable. It could, and does, happen here!

Safeguarding and promoting the welfare of children is everyone’s responsibility.

If you have any concerns about the welfare or safety of a child in our care, you must share it.

You must use the system in your school to

- Refer immediately
- Inform the right person in person
- Do not email or leave a voicemail
- Record the date, time and details of discussions
- Keep copies
- **In the first instance it is best to share your concerns with the DSL of the school that the child attends. In the unlikely event that they are unavailable, then report this to the head teacher or Leadership group member. In an emergency phone the Police or contact Children’s Social Services directly.**

Determining need – questions to ask yourself.

- Is this family coping?
- Is the child’s need being met?
- Have I ensured that the child has had an opportunity to speak, be heard and listened to?
- What are the relevant factors at the core of the child’s needs? Do I have a picture of the family as a whole, their parental capability and environment factors?
- Have I used this guide to prompt me to think more clearly and understand the situation?
- Have I considered any previous history of support, service involvement and the current risk and protective factors within the family? Think about what the child’s experience really is?
- Am I sure about my understanding of the information? If not, take advice in the first instance from a DSL?

- Have I discussed my analysis of the identified need with other professional involved with the child to achieve a more holistic approach?
- Have I discussed my concerns with the child and their family and offered advice and support?
- Have I asked the parents for written consent to my involvement, my assessment and/or referral and to information sharing to help engage services quickly?
- Have I been professionally curious?
- Have I thought about the needs of any sibling?
- Have I considered the context of this concern?

Remember – always see things from the child’s point of view.

Types of Abuse

There are many types and forms of abuse. These include physical, emotional, sexual, and neglect. We also need to consider exploitation, online abuse, radicalisation and extremism, honour-based abuse, and CSE, CCE County Lines, serious violent youth crime and Modern-Day Slavery, child on child abuse including sexual violence and harassment and other forms of exploitation. We also recognise the links between vulnerability, including poor mental health and abuse.

We also recognise that mental health problems, can in some cases, be an indicator that a child has suffered or is at risk of suffering abuse. We are aware of the rise in mental health issues during the pandemic linked to an increase in anxiety depression and isolation.

We are also aware of the increased dangers of online abuse due to often increased and unsupervised internet access This includes child on child abuse and sexual abuse

We also recognise the adverse impact of domestic abuse on children. Further details can be found in Greysbrooke Primary School Safeguarding and Child Protection Policy

The following may be indications of abuse, but this is not designed as a check list. It must also be acknowledged that these indicators rarely stand alone and that a child may exhibit all or just a few of these

Indicators of Abuse

Signs of Physical Abuse

- Unexplained injuries or burns particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Inconsistent account given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries.
- Admission of punishment which appears excessive.
- Bald patches.
- Withdrawal from physical contact.
- Arms and legs kept covered in hot weather.
- Fear of returning home.
- Fear of medical help.
- Self-destructive tendencies.
- Aggression towards others.
- Reluctance to change in public, participate in PE or attend residential trips.
- Missing from Education.
- Multiple bruises.
- Bite marks.
- Isolation from peers.

Signs of Sexual Abuse

Signs of Emotional Abuse

- Physical, mental and emotional developmental lags.
- Admission of punishment which appears excessive.
- Bullying others.
- Continual self-depreciation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (e.g., rocking, hair-twisting, thumb-sucking).
- Self-mutilation.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Compulsive stealing, scavenging.
- Tendency to cling or need constant reassurance.
- Running away.
- Exposure to domestic abuse and violence.
- Appetite disorders, anorexia nervosa, bulimia, obesity.
- Soiling, enuresis.
- Missing from Education

Signs of Neglect

CSE is growing across our Partnership

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age.
- Unexplained gifts of money/phones.
- Tendency to cling or need reassurance.
- Depression and withdrawal.
- Apparent secrecy.
- Wetting, day or night.
- Sleep disturbances or nightmares.
- Inability to concentrate/tiredness.
- Chronic illness, especially throat infections and venereal diseases.
- Anorexia or bulimia.
- Unexplained pregnancy.
- Fear of undressing., for sport.
- Phobias or panic attacks.
- Regression to younger behaviour, such as thumb-sucking, playing with discarded toys, acting like a baby.
- Complaints of genital itching or pain.
- Distrust of a familiar adult, or anxiety about being left with a relative, a babysitter or lodger.
- Knowledge not related to age.

Signs of FGM

- Unexplained absences or absences due to UTI infections
- Missing from education
- Going on holiday with female relatives to receive a special gift / sudden appearance of many gifts
- Talk of becoming a woman / growing up
- Problems with periods / excessive blood loss
- Talk of Sunni – being cut
- Family history of FGM

County Lines and Serious Violent Crime

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation and violence to ensure the compliance of victims. Children can easily become trapped by this type of exploitation.

Signs of County Lines

- Having a relationship of concern with a controlling adult or young person.
- Entering and/or leaving vehicle drive by unknown adults.
- Possessing unexplained amounts of money, expensive clothes or other items.
- Frequenting areas known for risky activities.

Remember Neglect is the most difficult type of abuse to evidence but features in over 60% of Serious Case Reviews.

- Constant hunger.
- Poor personal hygiene/dirty clothes.
- Constant tiredness.
- Poor state of clothing/lack of kit.
- Emaciation.
- Frequent lateness or non-attendance at school/not collected from school.
- Untreated medical problems.
- Destructive tendencies.
- Low self-esteem.
- Neurotic behaviour.
- Affluent neglect.
- Failure to develop.
- Home alone.
- Adolescent neglect.
- No social relationships.
- Running away.
- Compulsive stealing or scavenging.
- Stealing food/money.
- Scavenging.
- No provision for lunch.
- Missing from Education

Signs of Forced Marriage

- Missing from school
- Requests for extended holidays
- Talk of surprise wedding
- Family history of forced marriage

- Being groomed or abused via mobile technology.
- Missing for periods of time – truancy.
- Having unexplained contact with hotels, taxi companies or fast-food outlets.
- Being found out of their usual area.
- Excessive receipt of texts or calls.
- Evidence of physical injury or assault.
- Significant changes in wellbeing.
- Carrying weapons.
- Isolated from peers/change in friendships.
- Self-harm/mental health issues.
- Decline in academic performance.
- Parental reports of concern.
- Train tickets indicating a journey to another part of the country.
- History of committing offences, substance abuse, anti-social behaviour.
- Presenting as troubled
- New friendship groups
- Significant changes in routine and presentation

Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and other forms of extremism leading to terrorism. Students may become susceptible to radicalisation through a range of personal, social and environmental factors. It is vital school staff are alert to these indicators.

- Identity crisis – the student is distanced from their cultural religious heritage and experiences discomfort about their place in society.
- Personal crisis - this may involve experiencing family tensions, a sense of isolation, low self-esteem. Students may become disassociated from existing friendship groups and involved with new ones. They may be searching for answers to questions about identity, faith and belonging.
- Being in contact with extremist recruiters.
- Accessing extremist websites.
- Possessing extremist literature.
- Joining extremist organisations.
- Significant changes to behaviour
- Experiencing a high level of identity crisis of personal crisis.
- Significant changes to appearance, attitude or behaviour.
- Justifying the use of violence to solve societal issues

Cyber Bullying

- Includes name calling, unpleasant texts, emails via social media or mobile devices
- Incidents should be recorded in line with school policy and sanctioned under Greysbrooke Primary School Behaviour policy
- Seek advice if unsure or persistent

CSE occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into a sexual activity or criminal activity

- Unexplained absence from school and home, especially overnight.
- Child is “missing”.
- Older boy/girlfriends and multiple boy/girlfriends.
- Dressing much older than they look. Excessive use of make-up, inappropriate dressing.
- Withdrawn, tired, depressed, isolated from friends.
- Lack of interest in school, family, previous friendship groups.
- Evasive and confused responses to questions concerning how they are or what they are doing.
- Having unexplained contact with hotels, taxi companies or fast-food outlets.
- Having a relationship with a controlling adult.
- Possessions, unexplained gifts, new possessions, phones, amounts of money, expensive clothes or other items
- Train/road trips to other parts of the country

Child on child abuse

Children can abuse other children in a variety of forms including physical, sexual and emotional abuse

Sexual violence and harassment can occur between two children of any age or sex. Staff should be aware that some groups are potentially more at-risk including girls, children with SEND and LGBT children

- Follow normal safeguarding procedures
- Consider ‘balance of power’
- Seek advice if unsure or persistent

For additional information on forms of abuse see Annex B of KCSIE 2022

Advice on Sexting

Sexting is the sharing of images, videos of text by children under the age of 18 that are of a sexual nature or are indecent (including pseudo images) and includes revenge porn. Children need to know that this maybe a criminal offence. Early Years settings should follow the guidance in EYFS re mobile phones and cameras.

Criminal or not? The balance is between natural curiosity/risk taking/exploring relationships and deliberate, harmful, spiteful and illegal. (See ‘Sexting in Schools and Colleges – Responding to Incidents to Safeguard Young People (UKCCIS2016))

How to deal with the incident

- Follow normal safeguarding procedures.
- Tell a DSL
- Only view images if authorised by the Headteacher; only search if conducted by a member of the same sex (female teacher to view girls' phone, male teacher to view boys' phone)
- Do not download or ask for image to be sent, nor should you print any images
- Always seek advice and guidance

Children with a Disability

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and / or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and / or excessive use of restraint
- Rough handling, extreme behaviour modification e.g., deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances
- Inappropriate invasive procedures.

It is also worth noting that children with additional needs may be more vulnerable to abuse. This may include disabled children, as mentioned above, as well as those with special educational needs, those with health concerns including mental health, those recently bereaved, homeless and those living with domestic violence or drug/alcohol abusing parents or in poverty.

Responses from parents

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- Failure to engage or attend appointments
- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible or inconsistent explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her / his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug / substance misuse
- Parents request removal of the child from home
- Violence between adults in the household.

Confidentiality

- Confidentiality cannot be promised to the child. This should be made clear to the child early on in any disclosure.
- Information should be shared with a designated person who will decide who else should know and what to do.
- Staff should be vigilant when sharing personal and confidential information. All confidential information should be shared on a "need to know" basis and via a secure mechanism. This is particularly relevant when sharing information electronically with a third party such as Social Services, NHS and CAHMS. If you are unsure, please seek guidance.
- Additional information and guidance can be found in The ATLP GDPR Data Protection Policy.

How to Respond to a Disclosure

- Do listen carefully to what the child is saying
- Do take the child's statement seriously

- Do write down as soon as you can exactly what the child said after the event
- Do not get the child to write it down or repeat it
- Do tell the child they are good to tell
- Do tell the child it is not their fault
- Do take care of yourself and work out how you are feeling
- Do ask open questions.
- Do not panic
- Do not rush off and find someone else to listen
- Do not promise to keep things secret
- Do not lie to the child or say everything will be fine now they have told someone
- Do not make judgements of any kind about the abuser especially if a parent
- Do not ask lots of detailed questions
- Do not press for answers a child is unwilling to give
- Do not ask leading questions.
- Record any injuries on a body map where appropriate

Allegations against Staff including low level concerns

The procedures laid out in The ATLP Allegations of abuse including low level concerns against staff Policy should be followed

- If an allegation is made against a member of staff, agency staff or volunteer, the member of staff receiving the allegation should immediately inform the Headteacher.
- They should not inform the subject of the allegation.
- Where a concern is raised, or an allegation has been made against a Headteacher/ Executive Team member or Chief Executive Officer, it must be reported immediately to the Director of Education/ Chief Executive Officer/ Chair of the Trust Board, as appropriate. If the allegation concerns a Trustee, then this should be reported to the Chair of the Trust
- They should not inform the subject of the allegation
 - Advice should always be sought from HR
 - Staff must report concerns including **low level concerns** to the Head teacher.
 - Low level concerns are those that do not meet the threshold for referral to the LADO
 - They include staff being over friendly with children, having favourites and taking photos of children

Safe Working Practices: Keeping Yourself Safe

Do you know what is expected of you in respect of?

- **Mobile phone use:**
Mobile phones should not be used during teaching time or for contact with students or parents. Do not share your personal mobile phone details with students or parents. Use a school phone. Follow the policy of the school in which you are working in relation to mobile phones
- **Social networking and contact:**
Ensure sites are set as private. Parents and students should not be listed as approved contacts. Don't share personal details, post inappropriate comments. Don't engage in activities outside school which might compromise your position in school.
- **Physical contact:**
Be wary of any physical contact that might be perceived as inappropriate. Don't become over familiar.
- **Students in distress:**
Alert appropriate pastoral staff.
- **Behaviour management:**
Be aware of and follow school procedures closely.
- **One-to-one situations:**
Be open and overt in these situations. Notify a colleague. Select a room with a window, door open if possible. Be aware of personal space.
- **Dress and appearance:**
Promote a positive and professional appearance.
- **Gifts**
Received or given of any value, should be declared.
- **Photography, video and creative arts:**
Beware of parents who have withdrawn consent. Only use school equipment.
- **Vigilance:** Report any concerning behaviours of students and/or staff to a designated teacher. Ensure these are recorded.

- Transporting children in your car:
Check you have the right insurance. Always sit the child in the back seat. If possible, take another member of staff with you.
- Home visits:
Consult and follow the Home Visits Policy
- Staff should be mindful of Data Protection Regulations, particularly about sharing sensitive and personal information. For further details see The ATLP GDPR Data Protection Policy or consult your Data Protection Officer. The Data Protection Officer for Greysbrooke Primary School is Katie Astbury
- Staff should pay particular attention to The Acceptable Use of IT Policy and be aware of the current advice re remote working
- Remember all Greysbrooke Primary School devices are monitored via Smooth Wall

Key Messages

- Safeguarding and promoting the welfare of children is everyone’s responsibility regardless of role or responsibility.
- Child abuse happens everywhere – **Notice Things! Develop your ‘professional curiosity’**. Imagine the unimaginable.
- If you have concerns about a child **share the concern with the DSL**.
- Do not rely on emails, memos or voicemail. Do not leave until the next day.
- Always consider the worst-case scenario.
- We have a responsibility to report, record, monitor and support.
- Know and follow the child protection procedures.
- There will never be a convenient time, but you must pass your concern on.
- If you are aware of FGM in 18-year-old or under, you must report this to the Police on 101 on the same day (Teachers only).

Key Principles

- Always see the child first, listen to the voice of the child.
- Never do nothing.
- Do with, not to, others.
- Do simple things better.
- Have conversations, build relationships.
- Outcome not output.

Key Processes

All staff should be aware of the guidance issued by The Staffordshire Safeguarding Children Board and Greysbrooke Primary School Safeguarding and Child Protection Policy.

Copies are available from Reception

Staff should all have read and understood the latest copy “Keeping Children Safe in Education Part One and Annex B”.

Birmingham CASS – 0121 303 1888

Staffordshire (SCAS) 03001118007

Warwickshire Safeguarding service 01926414144

West Midlands Police 0845 113 5000 – 101

NSPCC Helpline-0808 800 5000

All staff should receive safeguarding/child protection training annually. You must ensure that you access this. Staff should inform the school immediately if circumstances regarding their eligibility to work with children changes. Staff should also be aware of the information in KCSiE 2022 paragraph referring to a situation whereby an individual has behaved or may have behave in a way that indicates they may not be suitable to work with children. The reason is transferable risk.

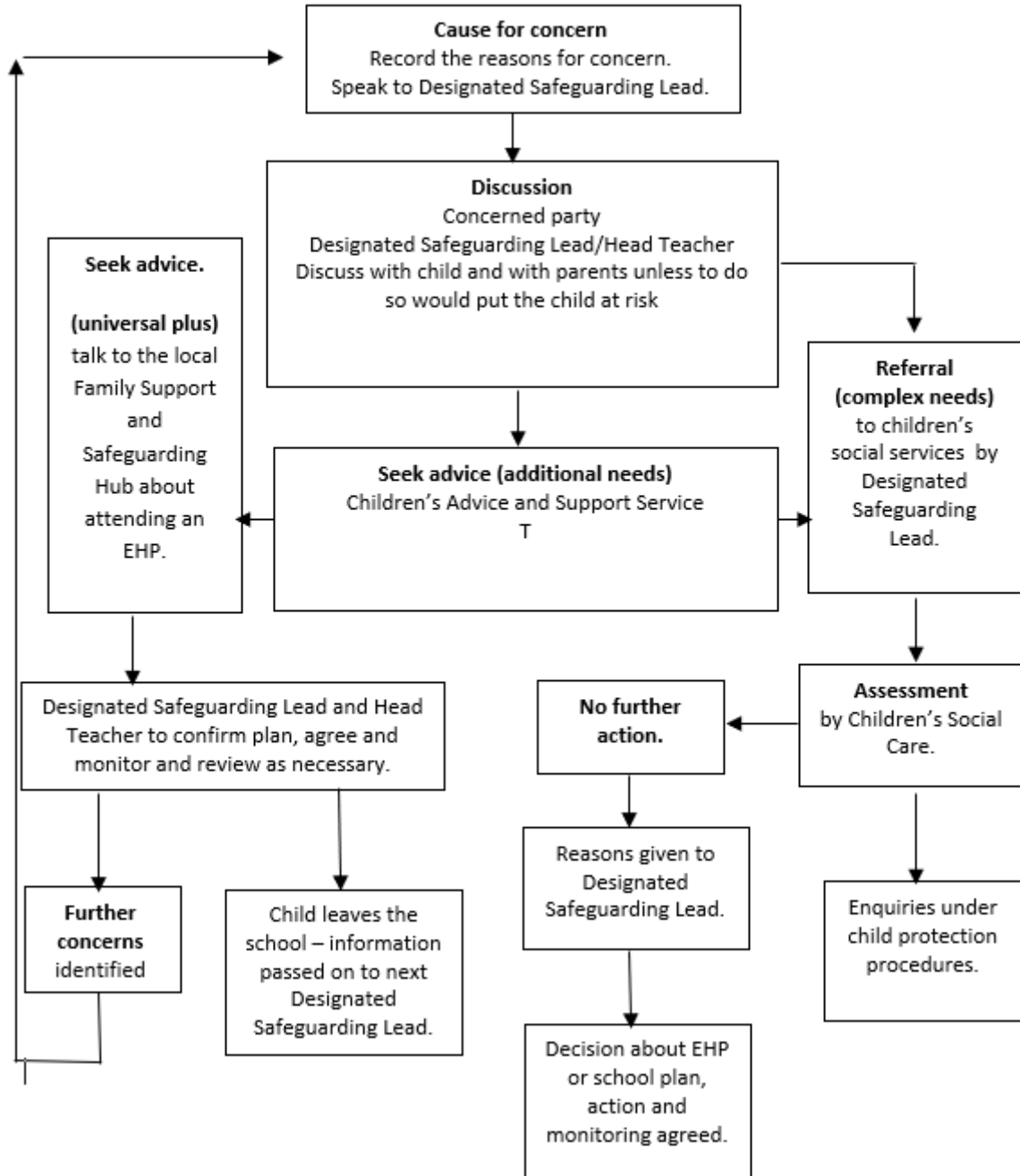
All staff and volunteers should feel able to raise concerns about poor or unsafe practice in safeguarding. These in the first instance should be raised within school. Where a member of staff or volunteer feels unable to do this or they feel their concerns are not being addressed they should follow The ATLP Whistle Blowing Policy. The NSPCC Whistle Blowing helpline is also available as an alternative:

Monday to Friday 0200 028 0285 or email help@nspcc.org.uk

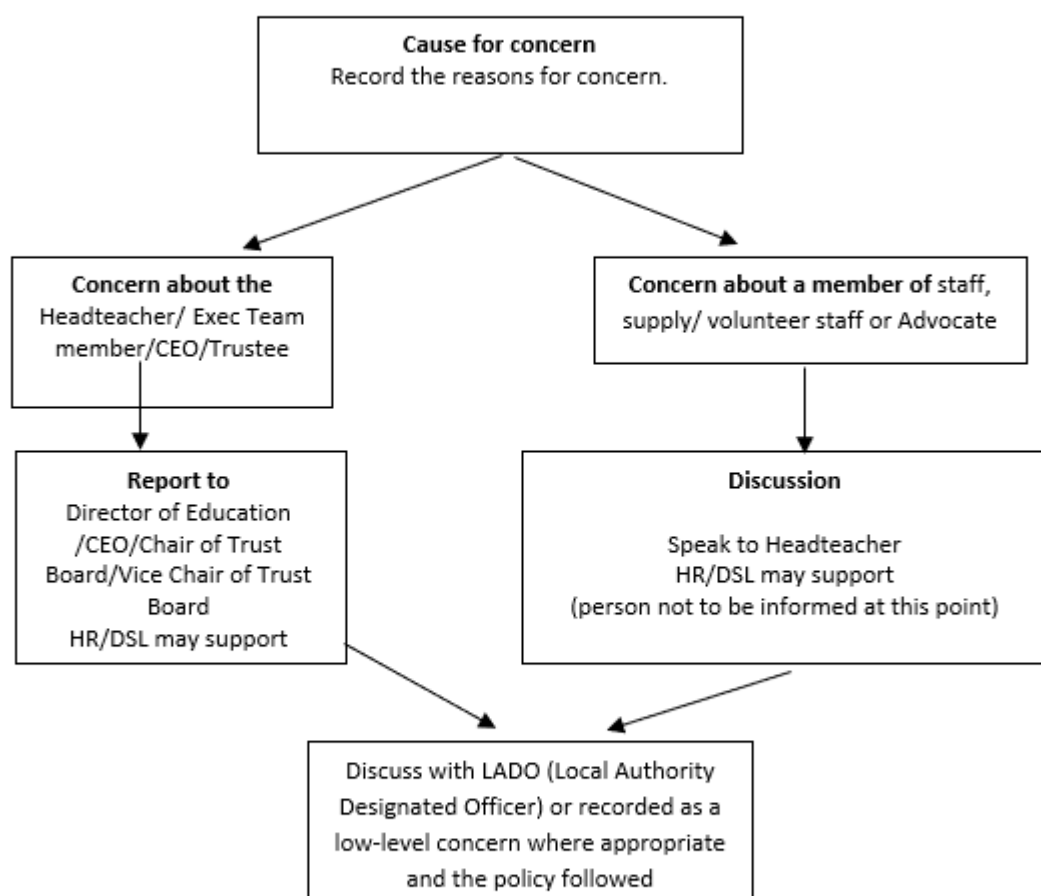
Report concerns to the right person and in person.
Remember: - Report, record, monitor, support.

THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD



**RESPONDING TO CONCERNS ABOUT A STAFF MEMBER (including a volunteer or supply teacher)
OR HEADTEACHER / EXECUTIVE TEAM MEMBER / CEO /TRUSTEE/ADVOCATE**



The subject should not be informed about the allegation/ concern. Low level concerns are recorded on Confide.

Appendix 2: Child on child abuse

The purpose of this policy is to:

- Provide clarity on what is meant by child on child abuse in all its forms
- Understand the culture within our setting
- Evidence how ALL staff support the children in our setting
- Give children confidence that they will be supported and informed
- Give parents/carers the assurance that staff know how to deal with this abuse
- Evidence how our safeguarding staff handle reports/concerns/disclosures
- Inform of the post incident management process/ongoing support/safety planning
- Understand the significance of intra familial harms and the need for support for siblings following incidents

1. Our staff

ALL staff at across Greysbrooke Primary School will

- recognise the increasing national concern regarding this issue
- are aware of the level and nature of risk that our students are or may be exposed to
- understand the important role that they play in the culture of vigilance
- recognise child on child abuse of all types
- are confident and competent in responding promptly and appropriately with timely challenge of the attitudes and behaviours of child-on-child abuse (both inside and outside the classroom)
- listen to children, capture their voice, and help to create a culture in which our children feel able to share their concerns openly, in a non-judgemental environment
- will not downplay behaviours and dismiss them as 'just banter', 'having a laugh' or 'part of growing up'
- understand that by dismissing unacceptable behaviours it can lead to an unsafe environment for children and, in worst case scenarios, a **culture** that **normalises** abuse leading to children accepting it as normal and not having the confidence to come forward, speak out and report what has happened to them.
- report and record their concerns following our safeguarding referral processes
- understand that even if there are no reports of this type of abuse that it 'does happen here'
- are committed to a whole setting, whole staff approach, to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our setting and beyond
- recognise and understand that children who harm others, may have additional or complex needs of their own, e.g., significant disruption in their own lives, exposure to domestic abuse, witnessing/ suffering abuse as well as educational under-achievement and possibly an involvement in criminal activity and therefore they too, will need support.
- encourage parents to communicate with us so that we can work together to ensure and enable a prompt and appropriate response to any type of child on child abuse.
- know that putting a stop to child on child abuse of any type and ensuring the safety of our children is a priority in our education setting.
- regard the introduction of this policy as a positive, proactive, and preventative measure

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

2. Our children

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

- A child with additional needs and disabilities
- A child living with domestic abuse
- A child who is at risk of/suffering significant harm
- A child who is at risk of/or has been exploited or at risk of being exploited, criminally/sexually
- A looked after child
- A child who goes missing from school/home or is missing education
- Children who identify as or are perceived as LGBTQI+

- Greysbrooke Primary School are aware that children who are LBGT need a trusted adult with whom they can be open. They need to be protected from abuse. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum.
- Students need to understand why such rights are protected *by law*.

Research tells us that girls are more frequently identified as being abused by their peers and more likely to experience unwanted sexual touching, sexual violence and/or sexual harassment. They often are exploited into gangs and are victims of sexual violence when in those gangs. However, we are aware that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti-social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence because of gang culture.

At Greysbrooke Primary School , we encourage our children to talk to us and tell us when they are worried and what they are worried about, be it about themselves or another child. We are confident that our children know:

- who to speak to and/or where to go for support?
- that they will be listened to, taken seriously and not dismissed
- that they will receive the right help at the right time
- that they will receive ongoing support
- that they will be supported to feel safe in school
- that they will be supported to continue to access their education

We also inform our children that there are other ways to report abuse if they are worried about themselves or other children and for whatever reason don't feel that they can speak to staff in school. For example:

[NSPCC Helpline on 0808 800 5000](https://www.nspcc.org.uk) or by emailing help@nspcc.org.uk.
[Get Support | Childline](#)

At Greysbrooke Primary School we will use our safeguarding curriculum to educate and inform our children and young people about child on child abuse. This will include such topics

- Healthy and respectful relationships, including consent
- What respectful behaviour looks like?
- Gender roles, stereotyping, equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong and addressing cultures of sexual harassment

Children who are LGBT need a trusted adult with whom they can be open. They need to be protected from abuse. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum.

Students need to understand why such rights are protected *by law*. See statutory duties, above.

Child on child abuse - What is it?

Child on Child abuse is any form of physical, sexual, emotional, and financial abuse using coercion/power and/or control by an individual child or group of children and is exercised between children and within their relationships (both intimate and non-intimate).

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

- Bullying-emotional/physical so **repeated** behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Online/Cyber bullying
- Prejudiced relating bullying
- Sexual Violence, Sexual Harassment and Sexually Harmful behaviour.
- Sexting sharing of nude or indecent (youth produced sexual imagery).
- Abuse in intimate relationships, including teenage relationship abuse
- Initiation/hazing type violence and rituals.
- Hate crime
- Child Criminal Exploitation
- Child Sexual Exploitation
- Gang association and serious violence - County Lines
- Radicalisation

This abuse can be motivated by perceived differences. e.g., on grounds of race, religion, gender, sexualorientation, disability, or other differences and result in significant, long lasting, and traumatic isolation, intimidation, and/or violence to the victim.

We will record all instances of Child on child abuse on My Concern and inform parents /carers of such incidents.

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is **repeated** or has the potential to be repeated over time. Children and young people who are bullied and/or who bully others may have serious and lasting problems.

To be considered bullying, the behaviour must be aggressive and include the following:

- an imbalance of power such as physical strength, access to embarrassing information, or popularity to control or harm others. These imbalances can change over time and in different situations, even if they involve the same people.
- Repetition as these behaviours happen more than once or have the potential to happen more than once.
- actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason, e.g., size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Any behaviours that may need to be handled with sanctions will be in line with our Behaviour Policy.

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

- Abusive or threatening texts, emails, or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling-sending menacing or upsetting messages through social networks, chat rooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations.

Prejudiced related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society, e.g. disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Sexual abuse, Sexual Harassment and Sexually Harmful Behaviour (SHB)

Sexual Violence, Sexual Harassment and Sexually Harmful Behaviour (SHB) can occur between two children of any age and sex or with groups of children by sexually assaulting or sexually harassing a single child or group of children.

We recognise that this behaviour can take place in a school or any setting where students are together and that the impact of this behaviour on children can be extremely distressing, impacting on their emotional health and wellbeing as well as affecting their academic achievement.

Sexual abuse Violence and Sexual Harassment **must** be referred **immediately** to the Designated Safeguarding Lead (DSL).

Sexual Violence - For this policy we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting
- Physical behaviour, such as deliberating brushing against someone, interfering with someone’s clothes and displaying pictures, photos, or drawings of a sexual nature; and
- Online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); sexualised online bullying and inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

Sexually Harmful Behaviour (SHB) In this policy we recognise the importance of distinguishing between healthy, problematic, and sexually harmful behaviour.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour, and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. It may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse

Consent is when someone **agrees by choice** and has the **freedom** and **capacity** to make that choice. It is important to note that:

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

Sexting - the sharing of nude or indecent imagery (youth produced sexual imagery)

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. These images may have been because of up skirting.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as sports team, etc. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

Hate Crime

Hate crimes happen because of race, gender identity, religion, sexual orientation, and disability. They can happen anywhere, home, school and in the community and can be frightening for both victim and witnesses and is an offence. Hate crimes can include:

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

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

verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats

Indicators that a child may be suffering from Child on child abuse

Indicators and signs that a child may be suffering from Child on child abuse can also overlap with those indicating other types of abuse and can include:

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

physical injuries

experiencing difficulties with mental health and/or emotional wellbeing

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

broader changes in behaviour including alcohol or substance misuse.

changes in appearance and/or starting to act in a way that is not appropriate for the child's age

abusive behaviour towards others

Abuse affects our children and their presenting behaviours in different ways and the list above is not exhaustive. Children who present with one or more of these signs are not necessarily victims of abuse and their behaviour will depend on their individual circumstances.

ALL staff are alert to behaviour that may cause concern and think about what the behaviour might signify. We actively encourage children to share with us any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behaviour can be investigated and understood with the appropriate support in place.

3. Responding to a concern/incident/disclosure of Child on child abuse

Child on child abuse may occur in our education setting, on the way to or from our setting or out in the community. Consideration will be given to many aspects of the abuse and here are a few examples:

- Does it involve a single incident or has occurred over time?
- Is the behaviour problematic and concerning?
- Does it involve any overt elements of victimisation or discrimination, e.g., related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability?
- Is there any element of coercion or pre-planning?

- Does it involve a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power?
- Has there been a misuse of power?

It is also important that we:

- ascertain if there were there any witnesses to the abuse
- make notes and record ALL conversations with children spoken to as well as parents/carers/other professionals, including any actions taken
- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves
- ensure that a safeguarding response is in place for both victim and alleged perpetrator

Consideration should also be given to supporting children who have witnessed child on child abuse of any kind. This is likely to be traumatic and support may be required. We will signpost to agencies and support services available where needed.

We will do all that we can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed following this. Social media is likely to play a part in the fall out from any incident and friends from either side could well harass the victim or alleged perpetrator online as well as face to face. Any evidence we have of students using social media or inappropriately will be sanctioned according to our existing policies.

Responding to all reports and concern of sexual violence and/or sexual harassment between children.

We have covered at point 6 what we do when responding to child on child abuse concerns/disclosures and these **all** apply to sexual violence and sexual harassment between children's disclosures; however, we recognise complexity and challenges that we face following the report of this abuse.

Guidance is clear in that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every case; it provides effective safeguarding practice and principles for us to consider in our decision-making process and on a case-by-case basis.

Our Designated Safeguarding Lead (DSL) Ellie Ballinger and deputies (DDSLs) Richard Storer and Clare Glandfield will take the lead role when dealing with this type of abuse using their professional judgement and working together practices. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure and it is important to maintain a calm, considered and appropriate response to any reports.

We understand that it is not easy for children to tell us about this type of abuse, and they may struggle to make a direct verbal report. Therefore, observations of changes in presenting behaviours are key. See Point 5 above.

We understand the importance of our initial response to a report and how this can encourage or undermine the confidence of future victims of sexual violence and sexual harassment. The culture in our setting is key to this.

On occasions the victim may not wish for their identity to be known and there are no easy or definitive answers when this is requested. If the victim does not give consent to share information, we may still lawfully share it, if it can be justified to be in the public interest. For example, to protect children from harm and to promote the welfare of children.

The Designated Safeguarding Lead will consider the following:

- The wishes of the victim in terms of how they want to proceed
- The victim(s) should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered - we will balance this aspect and the need to balance our duty and responsibility to protect other children
- The nature of the alleged incident(s) including might a crime have been committed and consideration of any display of harmful sexual behaviour
- The ages of the students involved
- The developmental stages of the students involved
- Any power imbalance between the students (e.g., Is the alleged perpetrator significantly older? Does the victim have a disability or learning difficulty?)
- If the alleged incident is a one off or a sustained pattern of abuse (the sustained pattern of abuse may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Whether there are ongoing risks to the victim, other children, adult students, or staff
- Other related issues and wider context, including links to any forms of child exploitation

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

Victim - When we speak to the 'victim' we will:

- listen and take any disclosure seriously
- never make them feel that they are creating a problem or be ashamed
- reassure them that they will be kept safe
- handle the situation with sensitivity
- use proper names for body parts but record exactly any language or vocabulary used by the child
- ask open questions and not lead the victim
- ascertain where the abuse occurred as this may highlight 'hot spots or vulnerable locations in our setting or within the community which may need to be revisited by either ourselves (in school) or by alerting police/partners if it is in the community
- ascertain if other children witnessed this abuse
- consider ongoing support within our setting
- consider any referrals for external support

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

- The wishes of the victim in terms of how they want to proceed
- That the victim(s) should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. (We will balance this aspect and the need to balance our duty and responsibility to protect other children)
- The nature of the alleged incident(s) including might a crime have been committed and consideration of any display of harmful sexual behaviour.

- The ages of the students involved
- The developmental stages of the students involved
- Any power imbalance between the students (e.g., is the alleged perpetrator significantly older? Does the victim have a disability or learning difficulty?)
- If the alleged incident is a one off or a sustained pattern of abuse (the sustained pattern of abuse may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- Are there ongoing risks to the victim, other children, adult students, or staff
- Other related issues and wider context, including links to any forms of child exploitation

We will give all the necessary support for the victim to remain in school; however, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college will be considered to enable them to continue to receive suitable education. This will only be at the request of the victim (and following discussion with their parents or carers).

Alleged perpetrator - When we speak to the 'alleged perpetrator' we will:

- listen to what they say and not dismiss their account
- handle the situation with sensitivity and a non-judgemental approach
- offer ongoing support
- record all conversations and all action taken
- consider any referrals for external support, e.g., Youth Offending Service/Catch 22

When to inform the alleged perpetrator will be a decision that will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

There are four likely scenarios we will need to consider when managing any reports of sexual violence and/or sexual harassment:

- a) Manage internally - In some cases of sexual harassment (for example, one-off incidents), we may take the view that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally using our own sanctions in line with our **Behaviour** Policy and by providing pastoral intervention and support.
- b) Early Help - We may decide that the children involved do not require statutory interventions but may benefit from early help where we are the lead professional. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. This will help to evidence the support that we have given, the work undertaken and if desired outcomes have been achieved
- c) Referral to the police - See Section 8 below
- d) Referral to the police - See Section 9 below

4. Reporting to the Police

At Greysbrooke Primary School we understand our responsibilities to call the Police and reporting forms of Child-on-child abuse. This does not mean that we are looking to criminalise children, and this may not always be necessary.

The guidance that we follow is:

When to call the police (guidance for schools and colleges)

Outcome 21 Sexting Guidance

In any form of Child-on-Child abuse where it is believed that an offence has been committed, a report may be made to the Police.

Where a report has been made to the police, we will consult with the police and agree what information is appropriate to disclose to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity.

This may also include the development of a clear and robust safety and support plan as part of this early help process. However, as you will see further on in this policy, risk assessing, and safety planning is a key aspect of all child on child abuse (see Post Incident Management section 12).

With regard to sexual violence and sexual harassment between children, where there is a report of a rape, assault by penetration or sexual assault, the starting point is that this should be passed to the police who will advise and log according to their own guidelines.

5. Referring to Children's Social care

In all cases of child on child abuse, but with sexual violence and sexual harassment, consideration will be given to the reporting of the matter to Children's Social Care. In making this decision, we must consider whether a child is at risk of harm or is in immediate danger.

In some cases, children's social care will review the evidence and decide that a statutory intervention is not appropriate, and, in these circumstances, we will consider other support mechanisms, such as early help, specialist support/referrals and pastoral support within a formalised plan. We will consider starting an Early Help process where we are the lead professional.

However, if the DSL/DDSL feels that the child remains in immediate danger or at risk of harm, they may refer again. The threshold document will help and support our decision making.

Threshold Framework: Accessing the right help at the right time

At this referral stage, we will inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of children's social care.

If a referral is made, children's social care will then make enquiries to determine whether any of the children involved need protection or other services.

Where statutory assessments are appropriate, we will work alongside, and cooperate with, the relevant lead social worker. This collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children requiring support.

We will not wait for the outcome, or even the start of a children's social care investigation before protecting the victim and other children in the school. It will be important for us to work closely with

children's social care (and other agencies as required) to ensure any actions we take do not jeopardise a statutory investigation.

6. Working with our parents and carers

At Greysbrooke Primary School we will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of child on child abuse including sexual or sexual harassment. The exception to this rule is if there is a reason to believe that informing a parent or carer will put a child at additional risk.

We will carefully consider what information provided to the respective parents or carers about other children involved and when to do so.

In some cases, children's social care and/or the police will have a very clear view on this aspect, and it will be important for us to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It should be the case that we will meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed. (See Post Incident Management-Point 12)

It is also likely that we will meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education.

We will be clear and transparent and explain the reason behind any decisions. Support for the alleged perpetrator will be discussed including any referrals, if appropriate.

We realise that parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. Details of organisations that support parents are provided on the school website and at the end of the policy.

7. Sanctions

We will decide appropriate sanctions on a case-by-case basis in line with our Behaviour Policy and any graduated response required. As already mentioned in this Policy, it may be that other children in our setting start to 'take sides' and become involved and may behave in ways that cause upset and distress to other children.

We will take their behaviour seriously and again use a graduated response to this, whilst also educating them the importance of resolving any conflict in a respectful and restorative way.

If there is police involvement, we will work closely with them to ensure that any disciplinary action taken by us, because of the incident, does not jeopardise the police investigation.

Post Incident Management

It is vital that all children involved in child on child abuse are given appropriate and ongoing support for as long as it is required/needed. This may include referrals to other agencies/professionals outside our setting and this decision will be made in conjunction with the children, their parents/carers, and other professionals.

If there are other professionals involved, then we will liaise with those colleagues to ensure that we are working together and understand one another's role in this support.

There may be delays in any case that is being progressed through the criminal justice system. However, we will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator, and other children in the school and moving forward with our post incident management.

Support planning is vital, and it is imperative that following any incident the children involved continue to feel supported and receive help even if they tell us that they are coping and managing. Sometimes feelings of embarrassment, remorse, regret, or unhappiness may occur at a much later stage. We will do our best to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g., self-harm). For this reason, regular reviews with the young people following the incident(s) will happen as part of this plan.

Referrals may have already happened as mentioned previously in this policy, but it is important to establish which professionals continue to work with ALL children involved in this process and this is helped with robust planning

Safety planning/Risk assessment

Integral to post incident management is robust safety planning/risk assessment and this is an invaluable and necessary process. It is one of our key priorities as part of the post incident management. When looking at this process, consideration should be given to the following:

- if this is an ongoing police investigation, we will ask the police if we have any questions about the progress of the matter for example, are there any bail conditions in place or has there been a charging decision. It is key to have a central point of contact with the police for updates and progress. Where required, advice from the police will be sought to help us to manage our safeguarding responsibilities. Where bail is deemed proportionate and necessary, as above, we will work with children's social care and the police to manage any implications and safeguard our children
- the importance in ensuring that the victim can continue in their normal routine, including continuing to receive a suitable education
- the importance of the alleged perpetrator in continuing to access education and support
- do the victim and alleged perpetrator share classes?
- what measures need to be put in place when children move between lessons/classes
- what measures need to be put in place for unstructured time (break and lunchtimes)
- what measures need to be put in place for the arrival at the start of the school day and leaving at the end of the school day
- do the victim and alleged perpetrator travel to and from school using the same form of transport
- appropriate information sharing with staff in our setting in order that the plan is manageable and as successful as possible
- if it is the case that the alleged perpetrator is moved to another educational institution (for any reason), then we will ensure that the new educational institution is made aware of any ongoing support needs.

In all cases, we will record our decision making together with the rationale behind those decisions. All the above will be considered with the needs and wishes of the victim at the heart of all that we do as part of this process (supported by parents and carers as required). Our safety plan/risk assessment will be kept under review.

A useful flow chart outlining this procedure can be found at

<https://6282.s3.eu-west-1.amazonaws.com/Flowchart+Sexual+Violence+and+Sexual+Harassment+2022.pdf>
Additional support and guidance

- [Keeping children safe in education 2022 Part 5](#)
- [Working Together to Safeguard Children 2018](#)
- [Review of sexual abuse in schools and colleges](#)
- [Relationships and sex education \(RSE\) and health education](#)
- [Mental health and behaviour in schools 2018](#)
- [Exclusion from maintained schools, academies, and student referral units](#)
- [Children missing education](#)
- [CEOP-Safety Centre](#)
- [Disrespect Nobody](#)
- [Behaviour and discipline in schools](#)
- [UKCIS Guidance: Sharing Nudes and Semi-Nudes](#)
- [Searching, screening and confiscation](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Preventing sexual bullying](#)
- [Preventing bullying](#)
- [Cyberbullying advice](#)
- [Equality & Human Rights Commission](#)
- [The NSPCC email \[help@nspcc.org.uk\]\(mailto:help@nspcc.org.uk\)](#)
- [Specialist Sexual Violence Rape Crisis](#)
- [The UK safer internet centre email at \[helpline@saferinternet.org.uk\]\(mailto:helpline@saferinternet.org.uk\)](#)
- [Internet Watch Foundation](#)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)
- [Think u know](#)
- [County lines toolkit](#)
- [County Lines Toolkit For Professionals | The Children's Society \(\[childrenssociety.org.uk\]\(http://childrenssociety.org.uk\)\)](#)
- [Harmful Sexual Behaviour Support Service | SWGfL](#)
- [Meeting the needs of children abused online | Marie Collins Foundation](#)
- [Supporting practice in tackling child sexual abuse - CSA Centre](#)

Risk Assessment/Safety planning guidance

Safety and support planning/risk assessments should be considered in ALL cases of Child-on-Child abuse, not just the Sexual Violence and Sexual Harassment between children. The guide below may be used to support this process

Basic information		
Referrer Name and role		
Referrer Contact details (email address and phone number)		
Name of school(s) for victim(s)		

Name of school(s) for child/ren alleged to have caused harm		
Did incident occur on school premises? If not, where did the incident occur?		
Date for risk assessment/safety plan review		

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER STUDENTS AND STAFF)	RISK LEVEL (HIGH, MEDIUM, OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM, OR LOW)
What is the incident? Who was involved? Where did it happen				
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc. etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges.				
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
Is either the victim or the child alleged to have caused harm at risk of physical harm because of this incident (for example, bullying or 'retribution' by other children)?				

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER STUDENTS AND STAFF)	RISK LEVEL (HIGH, MEDIUM, OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM, OR LOW)
Do they share any classes/lessons?				
Do they share break times? Do they share friendship groups?				
Do they share transport to/from school?				
Are they likely to meet each other (or anyone else involved in/with knowledge of the incident) outside of school?				
How can this contact be limited?				
Is there a risk of harm from social media and gossip?				

Further action taken by the school or college: Please complete for each child involved.

Action	YES/NO	Date
Police informed		
Referral to CSC		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

Action	YES/NO	Date
Police informed		
Referral to CSC		

Referral to external support services (specify)		
Referral to internal support services (specify)		
Referral to CAMHS		
Referral to early help		
Other		

Appendix 3: Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - *Encourage, justify, or glorify terrorist violence in furtherance of beliefs.*
 - *Seek to provoke others to terrorist acts.*
 - *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
 - *Foster hatred which might lead to inter-community violence in the UK.*
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / student is distanced from their cultural / religious heritage and experience discomfort about their place in society.
 - Personal Crisis – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
 - Personal Circumstances – migration; local community tensions; and events affecting the student / student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
 - Unmet Aspirations – the student / student may have perceptions of injustice; a feeling of failure; rejection of civic life.
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
 - Special Educational Need – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
 - However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

- More critical risk factors could include:
 - Being in contact with extremist recruiters.
 - Accessing violent extremist websites, especially those with a social networking element.
 - Possessing or accessing violent extremist literature.
 - Using extremist narratives and a global ideology to explain personal disadvantages.
 - Justifying the use of violence to solve societal issues.
 - Joining or seeking to join extremist organisations; and
 - Significant changes in appearance and/or behaviour.
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
- Consideration should also be given to employees, volunteers or other adults known to the school, who may be subject to radicalisation. Similar risk factors apply, and the procedures laid out in this policy should be followed.
- Safeguarding students who are vulnerable to radicalisation.
- Since the publication of the first version of Prevent, Greysbrooke Primary School has been aware of the need to safeguard all members from extremist ideology. We are aware that extremist groups both internationally and locally have tried to radicalise young people.
- Greysbrooke Primary School values freedom of speech and the expression of belief and ideology as fundamental rights underpinning of values. However, we also recognise that freedom comes with responsibility, and we are all subject to the laws and policies governing our schools.
- Therefore, we seek to protect young people against the message of violent extremism including these linked to Islamist ideology, Far Right/Neo-Nazi/White Supremacy, Animal Rights, and others.
- Greysbrooke Primary School is aware of the support available via the Chanel programme and will encourage those students identified as being vulnerable to being drawn into terrorism to engage with this confidential, voluntary multi agency process.
- Our Senior Leaders will assess the level of risk within our school communities and put plans in place to reduce this risk. The risk will be reviewed as part of our Annual 175 return.

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC at Greysbrooke Primary School is Ellie Ballinger

SPOC'S are responsible for:

- Ensuring that the staff of the school are aware that you are the SPOC in relation to protecting students/students from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/students from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism which led to

terrorism.

- Raising awareness about the role and responsibilities of Greysbrooke Primary School in relation to protecting students/students from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students / students into the Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by The Staffordshire Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 4: Lead contacts for each school within The ATLP

SCHOOL	DSL	Deputy DSL	SPOC
Brookvale School	Mr S Day HT	Mrs A Trigg – DHT Mrs Emily Johnston – AHT Mrs Jaz Khan – Pastoral Manager	Mr S Day HT
Hill West School	Dr Beth Clarke, HT	Dr Rhian Warrack Acting DHT Mrs Rebecca George AHT Mrs Jaimey Thomas AHT	Dr B Clarke, HT
Mere Green School	Mrs K Brookes	Ranjan Hoath Marianne Toal Lucia Thornton Aimee Bursnell	Mrs K Brookes
William MacGregor School	Ms S Norton, HT	Natalie Jones Zoe Franks	Ms S Norton, HT
Scotch Orchard School	Mrs J Bishop, HT	Mrs L Braybrooke	Mrs J Bishop, HT
Slade School	Mrs J Maskell HT	Mr Danny Jones	Mrs J Maskell HT

Stockland Green School	Ms R Goode, DHT	TBC	Ms R Goode, DHT
Arthur Terry School	Mr M Gannon, DHT	Mr P Carrick	Mr P Carrick
The Coleshill School	Ms Rebecca Brindley	Mr Scot Jordan	Ms Rebecca Brindley
Curdworth Primary School	Mrs Jas Khan	Jane Maynard – Lead TA Lorna Rice – Lead TA	Mrs J Khan
John Willmott School	Ms Terri Ann Richards DHT	Vickie Spawton	Ms Terri Ann Richards DHT
Two Gates Primary School	Mrs N Llewelyn-Cook, HT Mrs H Pugh – Early Help/Assistant SENDCo	Sophie Smart AHT Michelle Dodds AHT	Mrs N Llewelyn-Cook, HT
Osborne Primary School	Lisa Dodd HT	Lisa McCullough PM Clare Harris AHT Sam Prigg AHT	Lisa Dodd
Greysbrooke Primary School	Ellie Ballinger - HT	Richard Storer - DHT Clare Glandfield - SLT	Ellie Ballinger - HT
Coton Green Primary School	Mr Richard Osborne, HT	Mrs E Pursehouse,	Mr R Osborne, HT
West Coventry Academy	Ms Ana Neofitou	Mr C Paton	Mr C Paton

St Michaels Primary School	Mrs Helen Robertson	tbc	Mrs Helen Robertson
Nether Stowe School	Miss D Sullivan, Senior Assistant Head	<p>Mr S Peace AHT, Mr A Cunningham CH, Mr M Dolman CH, Mr B Novis CH, Mr R Sault CH, Mrs L Finday Assistant SENCO Mrs S Appleton, PH Mrs J Harrison, PH Mrs K Goodman, attendance officer</p>	Miss D Sullivan Senior Assistant Head

APPENDIX 5: Acronyms used within the policy

ATLP-Arthur Terry Learning Partnership
GDPR –General Data Protection Regulations
SEND -Special Educational Needs and Disability
DSL-Designated Safeguarding Lead
DBS- Disclosure Barring Service
LAC-Looked After Child
CSC-Children’s Social Care
CSE-Child Sexual Exploitation
CCE-Child Criminal Exploitation
NSPCC-National Society for the Protection Cruelty to Children
BCSC-Birmingham Children’s Safeguarding Board
BCC- Birmingham City Council
WCC-Warwickshire County Council
WSCB -Warwickshire Safeguarding Children Board
SCC- Staffordshire County Council
SSCB-Staffordshire Safeguarding Children Board
CME-Children Missing Education
UKCIS UK Council for Internet Safety
RHRT-Right Help Right Time
CASS- Child Advice and Support Service
SCR- Single Central Record
CTU-Counter Terrorism Unit
DfE- Department for Education
FGM- Female Genital Mutilation
LADO- Local Authority Designated Officer
IT - Information Technology
EHP- Early Help Plan
SPOC- Single Point of Contact
RE- Religious Education
EYFS – Early Years Foundation Stage

Appendix 6: Definitions

Safeguarding and promoting the welfare of children

Defined for the purposes of this guidance as:

- a) protecting children from maltreatment.
- b) preventing the impairment of children's **mental and physical health** or development.
- c) ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- d) taking action to enable all children to have the best outcomes.

Definitions taken from KCSiE 2022

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. Harm can include ill treatment that is not physical as well as the **impact of witnessing ill treatment of others**. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

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.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or

oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

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 because 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 (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic abuse: Domestic abuse can encompass a wide range of coercive and controlling behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling, or coercive behaviour, sexual and/or economic abuse. Types of domestic abuse include intimate partner violence, abuse by family members, **teenage relationship abuse and adolescent to parent violence**. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Domestic abuse continues to be a prevalent risk factor identified through children social care assessments for children in need. Domestic abuse has a significant impact on children and young people. Children may experience domestic abuse directly, as victims, or indirectly due to the impact the abuse has on others such as the non-abusive.

Appendix Seven Police and Criminal Evidence Act (1984) – Code C

Children **must** have an **appropriate adult** when in contact with Police officers.

It is everyone's responsibility to ensure that this is the case without exception. Adults in our academies are in a **position of trust** and as such always act in the **best interests of the child** even when this means challenging the authority or actions of other professionals (internally and externally).

This expectation has been re-prioritised in guidance partly because of the Child Q Serious Case Review: <https://chscp.org.uk/portfolio/local-child-safeguarding-practice-review-child-q/>

The serious case review revealed that searching children is not uncommon and that in many of these instances the child's rights have not been upheld. Therefore, we must all retain the mantra of '**it can happen here**' and be prepared for the even before it occurs.

PACE

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for these purposes.

PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

If a police officer arrives at the academy wishing to speak with a student, the receptionist will inform the principal and the DSL and follow the visitor's policy. The DSL/Alternative member of SLT will ensure that arrangements are made to inform parents that this is the case and seek their presence at the academy as the appropriate adult. If for any reason the parent cannot attend to be an appropriate adult the DSL or Principal will ensure that an appropriate adult is provided from the academy leadership team.

The Designated Safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a student about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the DSL (or deputy) does not feel that the officer is acting in accordance with PACE, they will ask to speak with a supervisor or contact 101 to escalate their concerns immediately.

A person whom there are grounds to suspect of an offence must be cautioned⁶ before questioned about an offence⁷, or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e., failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

⁶ The police caution is: "You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."

⁷ A person need not be cautioned if questions are for other necessary purposes, e.g. (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

A Police Officer must not caution a child or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The 'appropriate adult' means:

- the parent, guardian or, if the child is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
- a social worker of a local authority

failing these, some other responsible adult aged 18 or over who is not:

- a police officer.
- employed by the police.
- under the direction or control of the chief officer of a police force; or
- a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

Child Q – March 2022

A female child was strip searched (fully naked) at school by the police because she smelt like she has been smoking cannabis. Nothing was found. The child is now suffering depression, panic attacks and self-harm (whilst trying to complete her Y11 exams) The voice of the mother and the victim herself are particularly powerful.

There are findings and recommendations around **professional dangerousness, abdication of duty of care** (dominance dynamic) and subconscious **racism**.

"Child Q was made to take her [sanitary] pad off, something so personal and exposed in such a way to strangers."

"Child Q was racially profiled due to her being black and her extreme large head of locks."

"She was made to bend over spread her legs, use her hands to spread her buttocks cheek whilst coughing."

"She was not permitted to use the toilet despite asking."

"She is now self-harming and requires therapy. She is traumatised and is now a shell of the bubbly child she was before this incident."

"From the time she was pulled out of her exam to the time she returned home, she was isolated, not given food or offered water, where is the care."

"It is now being circulated in her school that she is the big-time drugs seller."

"All the above is related to the police behaviour towards her."

- During 2020/2021, there were 299 'further searches' conducted in Hackney by local police officers from the Central East BCU of the MPS. The review was advised that 'further searches' is the terminology used to cover strip search activity, although this does not differentiate between the specific types of searches that can be undertaken.

-

Over the same period, 25 children under the age of 18 were subject of 'further searches.'

19 were male and 18 were handcuffed during the process. The reasons for search primarily related to suspicions about drugs (20), followed by weapons (4) and stolen property (1). 22 (88%) of the searches were negative with an outcome of no further action recorded in 20 (80%) of the cases. In terms of ethnicity, (as per the codes used by the police), 15 (60%) of the children searched were Black, 2 were White, 6 Asian and 2 Arab or North African.

Student Voice:

“Someone walked into the school, where I was supposed to feel safe, took me away from the people who were supposed to protect me and stripped me naked, while on my period”.

“...On the top of preparing for the most important exams of my life. I can't go a single day without wanting to scream, shout, cry or just give up.”

“I feel like I'm locked in a box, and no one can see or cares that I just want to go back to feeling safe again, my box is collapsing around me, and no-one wants to help.”

“I don't know if I'm going to feel normal again. I don't know how long it will take to repair my box. But I do know this can't happen to anyone, ever again.”

“...But I'm just a child. The main thing I need is space and time to understand what has happened to me and exactly how I feel about it and getting past this exam season.”

“..... I need to know that the people who have done this to me can't do it to anyone else ever again. In fact, so NO ONE else can do this to any other child in their care.”

Linked Articles in response to Child Q

- <https://www.bbc.co.uk/news/uk-england-london-60845408>
- <https://www.hackneycitizen.co.uk/2022/06/13/child-q-former-hackney-superintendent-police-officers-schools/>