

**Brine Leas School**  
An Academy

## **CHILD PROTECTION (SAFEGUARDING CHILDREN) POLICY**

At Brine Leas School the named personnel with designated responsibility for Child Protection and Safeguarding are:-

<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Safeguarding Governor</b>
Lucy Darling	Dave Cole	Karl Jones

The named personnel with designated responsibility regarding allegations against staff/those working in the school are:-

<b>DESIGNATED SENIOR MANAGER</b>	<b>CHAIR OF GOVERNORS</b>
Andrew Cliffe	Su Turner

**The named person with designated responsibility regarding Cared for Children is:-**

<b>DESIGNATED TEACHER FOR CARED FOR CHILDREN :</b>
Gill Josephs

**Definition:** all adults working in education have a duty to safeguard and promote the welfare of children which is defined in the Children Act as:-

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and
- taking action to enable all children to have the best outcomes (Working Together 2015)

The school recognises that every member of its staff has a key role in prevention of harm, early identification, intervention and support for students at risk of significant harm and will endeavour to provide an environment where children are valued and know that their concerns will be taken seriously.

### **PURPOSE**

The purpose of this policy is to inform those who work closely with children and their families as to the most common signs of child abuse and to prescribe the procedures that must be followed to protect the child. The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website.

## **STATUTORY DUTIES**

The Statutory Prevent Agenda is set out in the following documents:-

- Counter Terrorism and Security Act 2015 (<http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>)
- Keeping Children Safe in Education 2016 ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf))
- Prevent Duty Guidance 2015 ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf))
- Working Together to Safeguard Children 2015 ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/592101/Working\\_Together\\_to\\_Safeguard\\_Children\\_20170213.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf))
- Cheshire East Local Safeguarding Children Procedures ([http://www.cheshireeast.gov.uk/schools/safeguarding\\_in\\_education/statutory\\_guidance.aspx](http://www.cheshireeast.gov.uk/schools/safeguarding_in_education/statutory_guidance.aspx))

## **NON-STATUTORY GUIDANCE**

- Promoting fundamental British values as part of SMSC in schools: DfE ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf))
- Departmental advice for maintained schools 2014

## **RELATED POLICIES**

- Positive Schooling Policy
- E-Safety and Internet use Policy
- Child Protection and Safeguarding Policy
- Equality Opportunities Policy
- Code of Conduct and Personal Behaviour Policy
- Curriculum Policy
- Confidential Reporting (whistleblowing) Policy
- Staff code of conduct

## **AIMS AND OBJECTIVES**

Our school fully recognises the contribution it can make to protect children and support students in school.

### **AIMS**

Brine Leas School aims:-

1. To provide students with relevant information, skills and attitudes to help them to be aware, resist abuse and prepare for the responsibilities of adult life including home and family. Together with these skills we hope that students will feel confident they can confide in staff on issues of neglect, abuse, exploitation and deprivation.

2. To allow staff to be familiar and confident with the appropriate child protection procedures and issues. This policy is intended to give clear guidance to all staff, teaching & non-teaching on:
  - i. The signs that may indicate the possibility of neglect, abuse, exploitation and deprivation.
  - ii. The procedures to follow if a child discloses or a member of staff suspects a child is not safe.
  - iii. Identify signs of extremism and the procedures to follow.
3. To monitor children who have been identified as 'at risk'.
4. To contribute to a multi-agency approach to child protection by developing effective and supportive liaison with other agencies and schools - thereby contributing towards a more effective detection of the incidence of child abuse.
5. To review the school procedures and further improve the way child protection issues are managed.

## **OBJECTIVES**

These objectives relate directly to the five aims of this Child Protection Policy at Brine Leas School and are intended to show how the aims are actually put into practice.

1.
  - i. The skills will be delivered through the curriculum and especially via Citizenship and PSHE.
  - ii. We aim to create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to e.g. School Parliament, BL6 Students' Union, Anti-Bullying Ambassadors and other student committees.
  - iii. We provide suitable support and guidance so that students have a range of appropriate adults whom they feel confident to approach if they are in difficulties e.g. Progress Managers, HOHs, Student Support Team, Progress Tutors, students who are Anti-Bullying Ambassadors. Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children their views on bullying. Workshops by outside agencies that promote conversations on safety
  - iv. We use the curriculum to raise students' awareness and build confidence so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
  - v. Staff treat the children with respect and all students are expected to treat each other and staff with respect.
  - vi. We look carefully at the role models the school offers students through staffing, materials used, selection of curricular content and other experiences.
  - vii. We try to impress upon students the importance of rejecting violence as a means of resolving conflict.
  - viii. We regularly review and evaluate our school policies and practices of social control and behaviour modification.
  - ix. We give students opportunities to understand, and use strategies for coping with stress.
  - x. We include in the PSHE programme information on personal safety and avoiding extremism.

2.
  - i. We provide child protection training yearly to school staff and all frontline staff will be given training accredited by the LSCB every three years and a refresher course yearly. The designated teachers will undergo training every two years. Training focuses on the recognition of the symptoms of child abuse, all areas under the safeguarding umbrella and the procedures to follow as well as training in multi agencies working together. All staff undergo some initial training in child protection during the induction programme for new staff.
  - ii. Each member of staff can access a copy of this policy via the school's website.
  - iii. Each member of staff must sign a specific register to indicate that they have read the policy in its entirety and that they accept their duty to implement this policy and to co-operate with the school management in promoting 'Child Protection'.
  - iv. DBS checks are carried out on all staff including governors and volunteers that work on an unsupervised basis, and a central record is kept. An exception is made if volunteers are working under the direct supervision of school staff- for instance 'Mock Interviews'.
3. We keep records in a secure location in both paper and electronic form, clear records of students' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences. All electronic communication is protected by password and encryption, allowing access only to key safeguarding staff.
4.
  - i. We employ the child protection procedures and systems of the LSCB (Local Safeguarding Children Board).
  - ii. We employ systems that enable the transition process to include child protection procedures.
5. We are committed to working with other agencies to support our most vulnerable students. We recognise we can contribute to this by contributing to the CAF process, PEP meetings, attending Child Protection Conferences, Children In Need Conferences and any other relevant meetings.
6. Staff will take incidents of domestic abuse seriously and take a proactive role in ensuring the safety of those impacted including contributing to the MARAC process and referring students for additional support. The school is part of Operation Encompass and relevant staff will be alerted if we are contact by the Police under this scheme.

## **DEFINITIONS OF TERMS USED IN THIS DOCUMENT**

**Children Protection** : refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Safeguarding and promoting the welfare of children** : refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

**Child sexual exploitation:** Child Sexual Exploitation (CSE) is a Key Risk Area within Cheshire East Safeguarding Board's Business Plan, and has recently been an area of major national concern. Safeguarding Boards for Cheshire East, Cheshire West & Chester, Warrington, and Halton have worked together to establish a common approach, in line with Government.

Guidance ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190252/00689-2009BKT-EN.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190252/00689-2009BKT-EN.pdf)"[Safeguarding Children and Young People from Sexual Exploitation](#)) [Supplementary Guidance to Working Together to Safeguard Children \(2009\)](#) provides a comprehensive definition of CSE that begins:-

"Someone taking advantage of you sexually, for their own benefit. Through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people's benefit or enjoyment (including: touching or kissing private parts, sex, taking sexual photos). You find out, it isn't OK and they were just pretending to care about you just so they could use you. And you're just a kid and they are abusing you and they shouldn't. It's against the law, if you're under 18. Giving you phone credit, or gifts or making you feel great, it isn't enough, it's just abuse and they are hurting you."  
<http://www.cheshireeastlscb.org.uk/professionals/child-sexual-exploitation.aspx>

**Early help:** means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to teenage years.

**Abuse:** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g via the internet). They may be abused by an adult or adults or another child or children.

**Staff:** refers to all those working for or on behalf of the school/education setting in either a paid or voluntary capacity, full time or part time. This also includes parents and governors.

**Child:** refers to all young people who have not yet reached the age of 18. On the whole, this will apply to students from our own school; however the policy will extend to visiting children and students from other establishments.

**Parent:** refers to birth parents and other adults who are in a parenting role e.g. carers, step-parents, foster parents, and adoptive parents.

## **PREVENTION**

Children feel secure in a safe environment in which they can learn and develop. We achieve this by ensuring that :

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- Children are supported in recognizing and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognizing when pressure from others, including people they know, threatens their personal safety and wellbeing and supporting them in developing effective ways of resisting pressure.
- All staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Importance and prioritization is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.

- We ensure the appropriate filters and appropriate monitoring systems are in place; however we are careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with 'respectful uncertainty' as part of their shared responsibility to safeguard children.
- Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum.
- Support and planning for young people in custody and their resettlement back into school community is undertaken, where necessary, as part of our inclusive approach.
- We comply with 'Working Together to Safeguard Children' 2015 and support the Cheshire East Local Safeguarding Children Board (LSCB) Continuum of Need.
- We systematically monitor pupil welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary.
- All staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognizing and identifying their needs.
- The voice of the child is paramount; therefore our pupils are actively involved in safeguarding development. There is an established student group/student involvement mechanism which works with and challenges staff in order to develop aspects of safeguarding e.g. through the curriculum, approaches and displays.
- We consult with, listen and respond to pupils; our school's arrangements for this are through Student Voice questionnaires and meetings, School Parliament and the Safeguarding Ambassadors.
- We use research evidence to inform our prevention work.

## **EARLY HELP**

All staff understand the Cheshire East LCSB 'Continuum of Need' and Child Protection procedures; to ensure that the needs of our children are effectively assessed; decisions are based on a child's development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass any concerns no matter how trivial they seem.

Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In our school staff are aware that they must be prepared to identify those children who may benefit from early help.

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

Brine Leas is an Operation Encompass school which means that we are able to give proactive support to those children and their families where domestic abuse is identified. This is done by 1:1 meetings, speaking to home, offering counselling or Rotary mentors etc.

If a member of staff has concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to children's social care/consult with ChECS or contact the police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children board. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. If early help is appropriate the designated safeguarding lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

As staff may be required to support other agencies and professionals in an early help assessment; all staff are aware of the relevant assessments and appropriate support is given to them when they undertake an early help assessment.

Where early help and or other support is appropriate we ensure that the case is kept under constant review. If the child's situation doesn't appear to be improving we take appropriate action.

The children in our school are made aware that they can see any adult in school if worried or in difficulty.

There is adequate signposting to external sources of support and advice for staff, parents and students.

### **PROCEDURES – recording and reporting**

Our recording procedures are in line with those outlined in Cheshire East's "Recording and Reporting Guidance." September 2016; the Designated Safeguarding Lead and the Deputy Lead are aware of this document.

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record using the CPOMS system should be made of these concerns as soon as possible following the disclosure/concern being raised; this must be on the same working day.

Where staff have conversations with a child who discloses abuse they follow the basic principles:-

- Listen rather than directly question (Using TED - tell me, explain, describe) to seek clarification. Do not ask leading questions, remain calm.
- Never stop a child who is recalling significant events.
- Never ask a child if they are being abused.
- Make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words). Write in third person and include full names and roles where appropriate.
- Advise you will have to pass the information on.
- Avoid coaching/prompting.
- Never take photographs of any injury.

- Never undress a child to physically examine them.
- Allow time and provide a safe haven/quiet area for future support meetings.
- At no time promise confidentiality to a child or adult.

Staff are aware that they should not question the child; other than to respond with **TED** – **T**ell me what you mean by that, **E**xplain what you mean by that, **D**escribe that. Staff will observe and listen, but do not probe/ask any leading questions.

The Designated Lead will obtain the relevant information and agree relevant actions after making a timely assessment of the information.

We recognise that parents may hold key information about incidents/allegations therefore, in the majority of situations; the Designated Safeguarding Lead will speak to the parents and gain their consent to discussing the situation with others.

Staff are aware that there will be very few instances where, to speak to the parents, could further endanger the child. In those situations they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent. They are also aware that, even in situations where the parent does not give consent, the best interests of the child are paramount therefore they would share their comments.

Teachers in our school are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that “if a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police”.

All records provide a factual, accurate, evidence based account. Records are signed, dated and where appropriate, witnessed.

Hard copies of records or reports relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Head Teacher and Designated Safeguarding Lead. Electronic copies are securely filed on CPOM's and can only be accessed via an encrypted dongle.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Regulations, ensuring that information is:-

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure

We ensure that information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. We also ensure that key workers or social workers are notified where a child leaves the school (as appropriate).



Recent legislation regarding the identification of convicted 'child sex offenders' states that their residence address and identity will be released to Headteachers on a 'need to know' basis.

If a Headteacher is informed that a 'child sex offender' is in the locality of the School, it is not for the Headteacher to decide upon whether or not parents can be informed – this is the decision of the police.

In the situation where a Headteacher is aware that a 'child sex offender' is in the vicinity of Brine Leas School, but no authorisation has been given to inform parents, then that Headteacher may be well advised to make 'awareness of strangers' and 'personal safety' a high profile topic :-

- in the current assembly programme;
- in the current PSCE and Citizenship curriculum;
- by informing partner primary schools.

## **TYPES OF CHILD ABUSE AND THEIR SYMPTOMS**

Abuse of children can initially be spotted by parents, teachers, peripatetic teachers, governors, volunteer helpers, lunchtime supervisors, Educational Psychologists, Educational Welfare Officers, non-teaching staff etc. Child abuse manifests itself in a wide variety of ways, e.g. physical, emotional, sexual or severe neglect. Abuse of all kinds occurs right across the social spectrum.

Child sexual abuse in particular has been shown to occur in families at all levels of socio-economic status, and in families with high overt degrees of conformity to codes of sexual respectability. Although the signs of child abuse are well documented many of the symptoms taken in isolation can occur in situations where no child abuse is occurring, will occur or has ever occurred. Many of these signs may also be indications of other medical, social or psychological problems or simply normal child development. Safeguarding incidents could happen anywhere and staff should be alert to all possible concerns being raised at Brine Leas. Staff, therefore, need to be careful and thoughtful in ascertaining whether abuse is suspected.

The large number of signs and symptoms described in this policy need to be considered in the light of normal child development, e.g.:-

- temper tantrums are to be expected from a two year old, but may be a sign of serious distress in a child of 10;
- an interest in sexual topics and members of the opposite sex is to be expected in a youngster of 15, but in a 7 year old, such behaviour may well be a cause for concern.

Child abuse can be categorised into five distinct types, i.e.

1. Physical Abuse
2. Sexual Abuse
3. Emotional Abuse
4. Physical Neglect
5. Other specific safeguarding issues

An additional type of abuse is Grave Concern/at risk – this is not a distinct category but is dealt with separately. A child can be at risk from any combination of the four categories.

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded.

The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

## 1. Physical Abuse

Physical abuse is the physical ill treatment of a child which may or may not result in an injury. Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Withholding of care may also be seen to be physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Typical signs of Physical Abuse are:-

- **Bruises and abrasions** - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- **Slap marks** – these may be visible on cheeks or buttocks.
- **Twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- **Bruising on both sides of the ear** – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **Grip marks on arms or trunk** - found in babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- **Black eyes** - are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- **Damage to the mouth** - e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- **Bite marks.**

- **Fractures** - in children less than 2 years.
- **Poisoning and other misuse of drugs** - e.g. overuse of sedatives.
- **Burns and/or scalds** - a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern.

An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

- **Fabricated symptoms** – physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

## 2. Sexual Abuse

Sexual abuse of a child involves forcing or enticing a child to participate in sexual activities, whether or not the child is aware of what is happening and it does not necessarily have to involve a high level of violence.

This could include prostitution. Sexual abuse includes physical contact, including penetrative e.g. rape, buggery, oral sex or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. Sexual abuse also includes non-contact activities, such as involving children in looking at or in the production of pornographic or online sexual materials or watching sexual activities, or 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.

Typical signs of Sexual Abuse are:

- A **detailed sexual knowledge** inappropriate to the age of the child.
- **Behaviour that is excessively affectionate or sexual** towards other children or adults. See Brooks – Sexual Behaviours traffic light tool (Appendix 3)
- **Attempts to inform** by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- A **fear of medical examinations**.
- A **fear of being alone** – this applies to friends/family/neighbours/baby-sitters, etc.
- A **sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa**.
- **Excessive masturbation** is especially worrying when it takes place in public.

- **Promiscuity.**
- **Unusually explicit or detailed sex play** in young children.
- **Sexual approaches or assaults** - on other children or adults.
- **Pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- **Bruising** to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- **Discomfort or pain** particularly in the genital or anal areas.
- The drawing of **pornographic or sexually explicit images.**

### 3. Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and persistent adverse effects on the child's development. Emotional abuse can involve: conveying an opinion that the child is worthless or unloved valuable only when they meet the needs of another person, and may feature age or developmentally inappropriate expectations being imposed on a child, including overprotection and limitation of exploration and learning or preventing the child from participating in normal social interactions. 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 involve serious bullying (including cyber bullying) causing them to feel frequently frightened or in danger. It may involve seeing or hearing the ill treatment of another, and/or the exploitation or corruption of a child. Emotional abuse is involved in all types of ill treatment of a child, though it can occur alone. Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms .g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

### 4. Neglect

Neglect is the persistent failure to meet a child's physical and psychological needs likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Neglect may involve: failing to provide adequate food, shelter and clothing (including exclusion from home or abandonment) and failing to protect from physical and emotional harm or danger, failure to follow prescribed treatment/therapy plans, failure to ensure adequate supervision (including the use of inadequate care-givers); or failure to ensure access to appropriate medical care or treatment as well as neglect of a child's basic emotional needs (love and security, praise and recognition, intellectual stimulation and development).

- **Underweight** – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- **Inadequately clad** - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect.

Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedures in the case of neglect where the child's development is being adversely affected.

A lot of parents are in work and not entitled to government support like FSM but still fall below the national poverty line. We look to support these families as best as possible.

## 5. Other Safeguarding Issues

- **Peer on peer abuse** : Staff know that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less serious than adult abuse; we ensure that we apply the same thresholds.
- **Child Sexual Exploitation (CSE)** : involves exploitation situations, contexts and relationship where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organized crime by gangs and groups.

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan-Cheshire CSE policy and procedures and of the screening tool including where to find it, how to complete it and what happens next. We take a proactive approach to preventative work by empowering our safeguarding ambassadors who deliver assemblies, training, staff talks, displays and events.

- **Honour Based Violence (HBV) including Forced Marriage (FM)** : awareness raising has taken place around Honour based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Services definition of domestic violence and that HBV and FM can affect both young men and women. As a school we would never attempt to intervene directly; where this is suspected we would not speak to the parents before sharing our concerns with ChECS.

- **Female Genital Mutilation (FGM)** : Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in what we take the same course of action as we would with any form of abuse; the Designated Lead plays a full part in the process of identification recording and reporting.

We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject.

- **Breast ironing** : Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts. Staff are clear that they would follow our usual procedures for recording and reporting this abuse where it is suspected.
- **Domestic abuse/violence** : Brine Leas School believes that all our pupils have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. As an Operation Encompass school we are alert to the indicators of abuse and we have a planned approach to supporting children in a proactive way.

### **Grave Concern/At Risk**

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk that is children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse.

This includes forced marriage and Female Genital mutilation and the appendix should be read with care (see appendix 1). Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known child abuser in the family;
- another child in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;
- there is an adult in the family with a history of violent behaviour.

### **PREVENT STRATEGY**

- **Extremism**

Brine Leas seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist parliamentary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism.

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Brine Leas is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will include the RE curriculum, assembly policy, the lettings policy, equality policy, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

- **Radicalisation**

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

- **British Values**

These are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

- **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others.

- **Role of the Headteacher**

It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis;
- ensure that the school's curriculum addresses the issues involved in radicalisation;
- ensure that staff conduct is consistent with preventing radicalisation.

- **Role of Designated Safeguarding Lead**

It is the role of the DSL to:

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns;
- receive safeguarding concerns about students who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation;
- make referrals to appropriate agencies with regard to concerns about radicalisation;
- liaise with partners, including the local authority and the police.

- **Role of Staff**

It is the role of staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

- **Curriculum**

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the school's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

- **Internet Safety**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at our school blocks inappropriate content, including extremist content.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

The e-safety and internet user policy refers to preventing radicalisation and related extremist content. Students and staff know how to report internet content that is inappropriate or of concern.

- **Staff Training**

In our school there is a commitment to the continuous development of all staff, regardless of role with regard to safeguarding training.

All staff undertake Basic Awareness in Safeguarding and child protection training within the first term of their employment/placement. This training is refreshed every 3 years; to enable them to understand and fulfill their safeguarding responsibilities effectively.



All staff receive safeguarding and child protection updates, as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

The Designated Lead and any Deputy attend LSCB multi agency Safeguarding and child protection training on an annual basis.

The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Leads Meetings held each term coordinated by the SCiES team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging with Cheshire East.

The school acknowledges serious case review findings and share lessons learned with all staff to ensure no child falls through the gaps.

- **Safer Recruitment**

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2016 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safer recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and right to work in England checks in accordance with DBS and Department for Education procedures.
- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/online conduct.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with students and parents, following the Code of Conduct.
- Implementing thorough procedures for "Disqualification by association", ensuring that this is recorded on the single central record and staff know that they need to alert the head should there be any change in their circumstances which might impact.
- Maintaining an accurate, complete, up to date Single Central Record.

### **Cared for Children (Looked after Children)**

In Brine Leas School we ensure that staff have the skills, knowledge and understanding necessary to keep cared for children safe as we are aware that children often become looked after as a result of abuse and/or neglect. We have identified a designated teacher for our cared for children; this person works closely with the Virtual School.

## **Children with Special Needs and Disabilities**

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include;-

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities being disproportionately impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

## **Private Fostering**

We recognise that our school has a mandatory duty to report to the local authority when we become aware of, or suspect that, a child is subject to a private fostering arrangement. To aid our awareness we ensure that we establish parental responsibility for each and every child; we take steps to verify the relationship of the adults to the child when we register them.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, we recognise that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Where a member of staff becomes aware of private fostering arrangements they are aware that they need to notify the Designated Safeguarding Lead. The Designated Safeguarding Lead will then speak to the family of the child involved to check that they are aware of their duty to inform Cheshire East. The school would also inform Cheshire East of the private fostering arrangements.

## **Children Missing out on Education and Missing from Education**

Under section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences especially as a child going missing from education is a potential indicator of abuse or neglect.

At Brine Leas School we follow Cheshire East's procedures for dealing with children that go missing from lessons and/or school, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our school we ensure we carry out all necessary checks and refer them as CME using the appropriate form so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our childrens safety.

### **E-SAFETY**

We acknowledge that new technologies while enhancing learning opportunities can provide ways of exposing young people to potentially harmful experiences. The school has an acceptable user policy and all staff must take such abuse seriously. Procedures are outlined in the E-safety policy. All members of staff are trained in and receive regular updates in e-safety and reporting concerns Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

### **THE ROLES OF DIFFERENT STAFF AND AGENCIES**

N.B. For a full description of the role of various agencies involved in child protection procedures see the Local Safeguarding Children Board (LSCB) procedure for child protection.

#### **1. The Headteacher/ DSL**

The Headteacher/ DSL is the person responsible for contacting the social services team via Checs to register concern about a child's welfare and implementing procedures relating to child protection. He/she must therefore:-

- be fully conversant with LSCB Procedures;
- consult and refer cases to Education Welfare Section emphasising that the referral is under LSCB Child Protection procedures;
- ensure that all staff know about and have access to LSCB;
- attend training, accredited by LSCB;
- keep the Headteacher informed if appropriate
- be aware of the role of other agencies;
- ensure representation/reports to Child Protection Conferences and keep appropriate records;
- support staff;
- ensure children who are the subject of a Child Protection Plan are known and that protection plans are followed and feedback given;
- advise the Headteacher about curriculum issues;

- monitor and evaluate the effectiveness and implementation of the School's Child Protection Policy.

If the Headteacher/ DSL is absent for any reason it must be made clear to all staff that one of the named Child Protection Officers will be placed in charge and therefore acting as the DSL.

- a) The Head/designated senior member of staff in collaboration with individual staff must report, detailing signs observed, action taken and outcomes of contact with other agencies:
  - i) Access and Welfare Department;
  - ii) Social Services Department (appropriate Division).
- b) The Head/designated senior member of staff and or individual members of staff must be prepared to attend a Case Conference (usually called by Social Services Department) or Strategy Meeting at very short notice, even if it proves to be inconvenient.
- c) The Head/DSL should inform the initiating member of staff about what action has been taken.

The Headteacher/DSL member of staff must be prepared to attend a case conference that is scheduled to be held during a school holiday.

If a child is moving to a new school then the Headteacher/ DSL must pass any on-going concerns to the Headteacher/ DSL of the new school, and inform/involve the Keyworker as appropriate.

If a child is currently on the register and is moving to a new school, then the Headteacher/ DSL must forward all records to the Headteacher/ DSL of the new school and inform/involve the Keyworker as appropriate. If the child moves to a new address then the Keyworker must be informed/involved as appropriate.

If the child's new address is unknown, the Headteacher must forward any information which he/she has which might prove helpful in tracing a child.

The Headteacher/ DSL must ensure that in his/her absence the staff who are safeguarding trained know the procedure to be followed in the case of suspected child abuse and the names of any Keyworkers.

The Headteacher/ DSL has a professional duty to enquire about the progress of individual cases in which they are/have been involved.

## **CAF, CHILD IN NEED AND CHILD PROTECTION**

In our school we ensure that we follow Cheshire East's Multi-agency Practice Standards CE multi-agency practice standards 2016 to ensure that our work, on behalf of our children, is of a consistently good standard. We use these standards to challenge other works on behalf of children and young people where the standards are not being met.

## **SUPERVISION**

This should be arranged to enable both supervisor and supervisee to reflect on, scrutinise and evaluate the work carried out, assessing the strengths and weaknesses of the practitioner and providing coaching development and pastoral support.

It is envisaged that trained CP members of staff should have regular meeting to discuss work load and that the School Nurse will also help in this capacity.

### **2. The Access And Welfare Department**

The Access and Welfare Department deals with issues of attendance, admissions and allocations, child employment, child protection, child abuse, exclusions, etc.

### **3. School Staff (Teaching)**

Abuse of children in attendance at school is most likely to be first noticed by teaching staff and/or educational welfare officers.

Teachers bring a number of particular advantages to the recognition of child abuse i.e.

- they have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour.
- they have an ongoing relationship with children, who may confide in them about difficulties that they are experiencing.
- they have knowledge of the wide range of behaviour likely to be seen in children of a particular age.
- they have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses.

These opportunities to see children in context give a particular value to the observations of teachers. Their insights need to be complemented by the skills of other relevant disciplines, especially those of social workers and medical practitioners.

A teacher may become concerned when a child tells the teacher about events that have happened to them or to a friend, brother, sister or when another adult claims to be aware of abuse. Teachers value their relationships with parents/guardians and in many situations will share their initial concerns about a child with the parents/guardians.

However, in many cases the parents/guardians may be the abusers and so teachers should be prepared to share their concerns with other professionals at an early stage without necessarily informing parents of the action they propose to take. Teachers have a professional duty to:

- observe and be alert to signs of abuse;
- take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury;
- know the role of the Designated Person and the School and LSCB Procedures;
- enquire about the progress of individual cases in which they are/have been involved.

All teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the Headteacher/ DSL. All staff may raise concerns directly with Children's Social Care services.

Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

#### **4. School Staff (Support Staff)**

As with teaching staff, non-teaching staff have a responsibility to observe and report any suspicion or evidence of abuse or non-accidental injury. All non-teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the Headteacher/ DSL. All staff may raise concerns directly with Children's Social Care services. Beyond the initial reporting of suspected child abuse, non-teaching staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

#### **5. The Keyworker**

Every child with a Children's Protection Plan has a named Keyworker, who is either a member of the Social Services Department or the NSPCC.

It is the Keyworker's responsibility to co-ordinate inter-agency activity. Staff in educational establishments can make a vital contribution in advising and assisting the Keyworker, and have a duty to co-operate fully with the Keyworker in providing information, preparing assessments, implementing plans and in supporting the child as appropriate. This may involve liaising with other agencies during school holidays.

#### **6. Governors.**

The school has a designated Safeguarding Link Governor. For details on Governor roles, please see the separate Link Governor grid (available via the Clerk of Governors).

Governors will not be given details of specific child protection situations. All staff/governors will only be informed on a 'need to know' basis.

### **CASE CONFERENCES**

A Case Conference is called when there has been a Child Protection Investigation. It is not a forum for a formal decision that a person has abused a child, but it should identify those adults who present, or are thought to present, risks to the child – it is the courts who decide the guilt of a person on child abuse charges.

Although Case Conferences are normally covered by the Social Services Department, other agencies, including education department staff, may request a case conference. Participation may be limited to those who have a need to know or a contribution to make, and this will always include staff in schools, and colleges. Even if alleged abuse had not been identified in the school, the DSL or the Headteacher should automatically be invited to attend the initial case conference as he/she will undoubtedly have invaluable information to contribute. In order to protect the child a Child Protection Plan is drawn up – this is maintained by Social Services on behalf of the LSCB.

Staff in educational establishments may need to be aware of any recommendations made at the case conference and in Child Protection Plan in order to ensure continuing care for the child. Designated Staff in different agencies will be notified if there is an intention to cease the Child Protection Plan and there is a right to object to such action.

## **ALLEGATIONS AGAINST SCHOOL STAFF**

Teachers must protect themselves and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary. However it is important not to touch students however casually, in ways or on parts of the body that might be considered indecent. Please be aware that allegations against adults working in school could include other issues covered by this policy. When students make such an allegation against a member of staff, LSCB Procedures must be followed. This involves Reporting all cases to the Local Authority Designated Officer (LADO) responsible for providing advice and monitoring cases. This is important for the protection of the member of staff as well as the student.

In the case of suspected or identified abuse of a child by a Headteacher, the police and/or Social Services have a duty to investigate. National guidelines have been produced and the first person to receive an allegation regarding a Headteacher should take it directly to the Designated DSL (if this is not the Headteacher) and through them to the Chair of Governors or nominated Child Protection Link Governor. At this stage, after hearing a child's allegation, no discussion should be initiated by school staff with the Headteacher. The school will make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

## **ADVICE, ANSWERING QUESTIONS & CONFIDENTIALITY**

Staff often become initially aware of the possibility of abuse occurring when they are asked for advice/questioned by children in a confidential manner. Having considered the Children Act 1989, the Education Act 1993 and Sex Education in Schools, Circular 51 94, teacher's professional responsibilities, the current legal situation and a desire to protect staff, the Governing body have issued the following statement/directive. N.B. Failure of staff to adhere to this statement may constitute grounds for disciplinary action.

## **OFFERING ADVICE**

The Governors and staff believe that the School's function is to provide a general education about sexual, drug and other matters and not to offer individual advice, information or counselling on aspects of sexual behaviour, contraception or social behaviour. However staff may identify sources of professional information and advice when appropriate. If the offering of outside expert advice is not taken up, then a teacher may only give such advice after receiving written permission from the Headteacher and the parents/guardians - clearly this would not be done if the student did not wish it.

Advice does not legally require consent but the following procedure protects the teacher and the student, and acknowledges that teachers may not be qualified to give the required advice.

If a student asks a teacher for advice on sexual matters, the teacher must not trespass on the parents' rights and responsibilities. Therefore, the teacher should encourage the student to seek advice from his or her parents and, if appropriate, from the relevant health service professional.

**Teachers cannot:**

- give personal advice or counselling on sexual matters (including contraception and abortion) to a student (either individually or within a group) if a parent has withdrawn that student from sex education;
- give personal contraceptive advice to students under 16 (for whom sexual intercourse is illegal) without parental consent. (Legally a teacher can give a child under 16 contraceptive advice if the teacher believes that doing so is in the child's best interests. However, in certain circumstances the teacher could be liable to criminal charges and therefore the Governors' instructions are not to give such advice and to refer the matter to the Headteacher).

**Teachers can:**

- provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. school nurse, their GP or Advisory Centre. A 'Drop-in Clinic' facility has been set up at school during the lunch hour once a week. This is not the provision of sex education, but merely the imparting of factual information as to where professional advice, counselling and treatment can lawfully be obtained. Appointments to see the nurse can be arranged by the student through the form tutor or head of house or 'drop in' during the session.

**EVALUATION OF CHILD PROTECTION PROCEDURES**

Effective monitoring/evaluation of Child Protection issues is dependent upon the maintenance of accurate and up to date records.

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Student surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

The criteria by which the monitoring and evaluation of the Child Protection procedures and policy are undertaken are described below:

**PARENTS:**

1. any pertinent feedback from parents/guardians/carers;

**STUDENTS:**

2. any pertinent feedback from students;
3. the number of students on the child protection register;
4. the number of referrals made by staff to the Headteacher/ DSL;
5. the number of referrals made by the Headteacher/ DSL to Social Services;
6. numbers of students on the register who pursue education after the age of 16;



**STAFF/INSET:**

7. involvement by all staff in INSET courses relating to child protection issues;
8. multi agency training and protocols for sharing information

**PLANNING:**

9. reference to the aims of this policy when curricular planning occurs;
10. analysis and publication of OFSTED reports.

<b>Prepared by:</b> L Darling	<b>Date:</b> February 2018
<b>Approved by Governors:</b> February 2018	<b>Review Date:</b> February 2020

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### Forced Marriage (FM)

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This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

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### Female Genital Mutilation (FGM)

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It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

## Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that the schools take action **without delay**.

**Safeguarding Children in Education Settings Team**

**SEXUALISED BEHAVIOUR RISK AND SUPPORT MANAGEMENT PLAN – SUPPORT PACK  
FOR SCHOOLS**

**CONTENTS:**

1. Guidance on the assessment and management of child on child sexual behaviour (page 2)
2. Sexualised behaviour risk and support management plan (page 10)
3. Assessment of risk to the school community including support for the complainant. (page 17)

# 1. Guidance on the Assessment and Management of Child on Child Sexual Behaviour

## 1. Introduction

This guidance has been produced to provide education staff and other professionals :-

- assessment criteria for evaluating inappropriate sexualised behaviour in Primary Schools
- assessment criteria for evaluating inappropriate sexualised behaviour in Secondary Schools
- guidance on how to manage this behaviour in a school setting
- an awareness of current research on children and young people who sexually harm
- an awareness of age appropriate sexual behaviour

The LA and School Governing Bodies are charged with “making arrangements for ensuring that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.

The Education Service is also an important part of the inter-agency framework not only in terms of referring concerns to Social Care and the Police but it also has a vital role to play in the assessment of risk that the child or young person may pose to themselves and others in the school setting.

Teachers have valuable information and skills which are useful supporting the therapeutic and offence specific work undertaken by other agencies and providing a consistent approach to the management of the young persons challenging behaviour.

This guidance aims to ensure that all agencies, working with young people who display inappropriate sexual behaviour, have a common understanding of the issues and a consistent and common framework for assessing, reporting and managing the risks that these young people pose within their communities.

### Contacts

Schools may wish to discuss the behaviours with other professionals as part of their initial assessment process. The following people could be contacted for advice:-

Safeguarding Children in Education Team: 01606 275039  
Cheshire East Consultation Service: 0300 1235012 Option 3

## 2. Education Procedures when ASSESSING possible inappropriate sexualised behaviour. (See flow chart)

2.1 When sexualised behaviour has been observed or, a child or parent has informed staff that such behaviour has taken place then staff should inform the Designated Safeguarding Lead who will clarify the exact behaviour which has taken place and make a considered assessment of its nature and decide appropriate next steps.

This assessment should determine whether the incident is:-

- age appropriate sexual exploration,
- inappropriate sexual behaviour which is not considered to be abusive,

- inappropriate sexual behaviour which when put together with other information might be an indication that the child is experiencing sexual abuse,
- Sexual behaviour which constitutes an offence and as such may impact on the safety of other children.

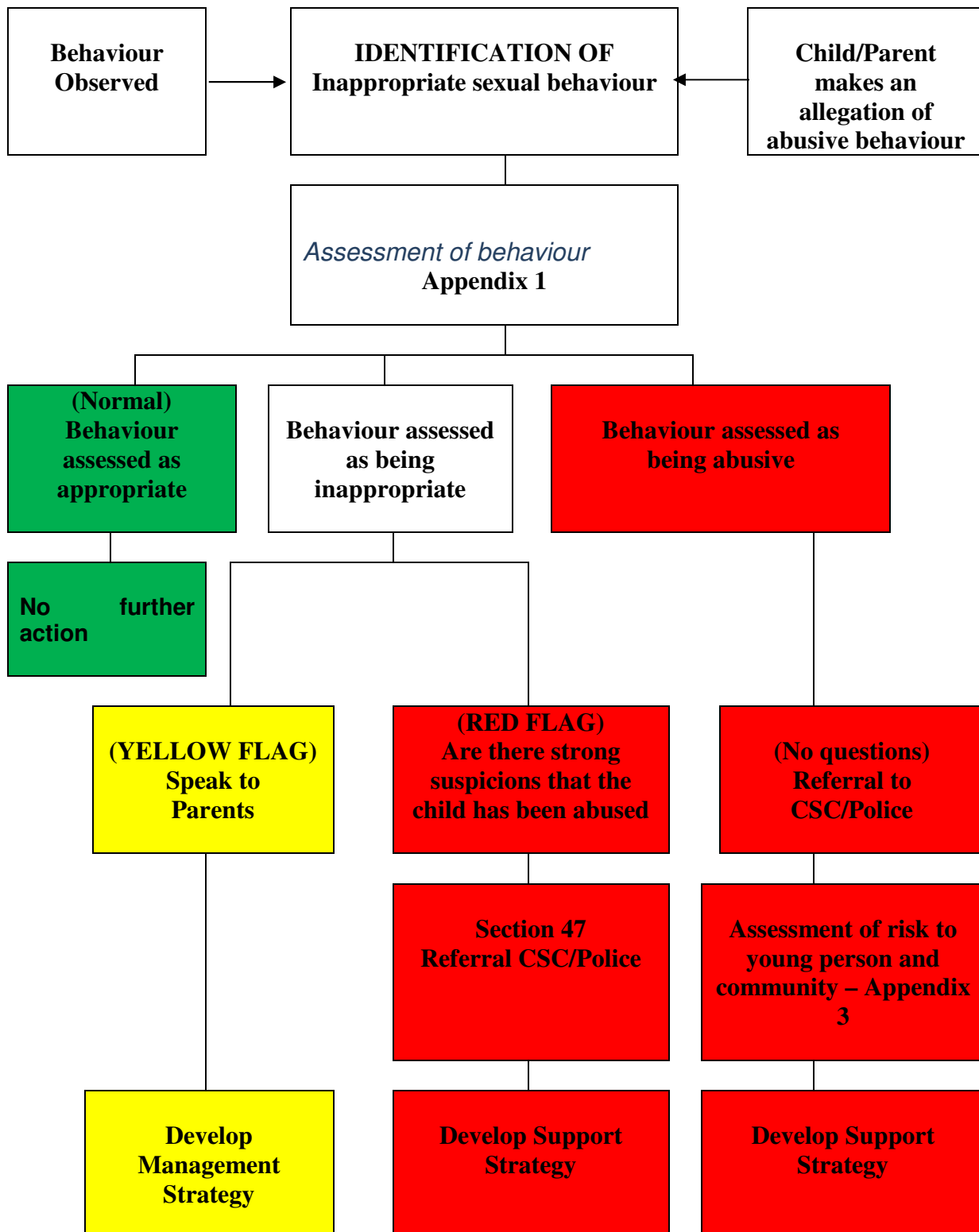
### **Outcomes of the Assessment and initial responses.**

- Behaviour assessed as 'normal' sexual exploration which is age appropriate then there should be no further action
- Behaviour assessed as being inappropriate but not abusive. (Behaviour consensual, no marked power differential, no indication of any coercion). Staff should discuss the behaviour with the parents and plan a management strategy to address the behaviour. Consideration might also be given to supporting parents/carer in making a referral to another agency. When assessing child to child behaviour the needs of both young people must be taken into consideration as both may be 'children in need' and a referral to Social Care, with consent of parents for an assessment of need may be considered.
- Behaviour assessed as being inappropriate and as a possible indication that the child might be experiencing child sexual abuse staff should discuss the incident with Social Services in order to determine next steps. This could result in the school making a Child Protection referral to Social Care (Sect.47)
- Behaviour constitutes an offence – Staff should discuss with the parents/carers of the child alleging assault and support them if they wish to make a formal complaint to the police. Staff will need to decide if the incident is so serious that they need to inform the police and decide when to speak with the parents/carer of the young person who instigated the behaviour.

### **Summary**

- If the school becomes aware that a child is displaying inappropriate sexualised behaviour, an assessment should be made as to whether or not the behaviour is abusive
- If the behaviour is inappropriate but not thought to be abusive, the school should speak to the parent or carer to:-  
devise a consistent strategy to manage the behaviours, eliminate any medical reasons underpinning the behaviours, and consider a possible referral to Early Support Access Team or other agencies ( e.g. CAHMS, Educational Psychologist, CSC)
- If the behaviour is thought to be abusive, a discussion should take place with Cheshire East consultation Service to determine next steps – e.g. informing parents, investigation, and Police involvement

**Flow Chart of Procedures on the  
Assessment and Management of Sexualised Behaviour  
in Children and Young People**



## **Managing sexually inappropriate and abusive behaviour in a school setting**

Where inappropriate sexualised behaviour is identified it may not always be appropriate to make a referral to another agency. Even in cases where pupils have been convicted of an offence, they still have to be educated and managed in a school, unless the assessed risk they present to others in the Education establishment is too high and other arrangements have to be made.

When devising a management package for the instigator of the inappropriate behaviour the wishes and feelings of any child who has been involved in or affected by this sexualised behaviour must also be taken into account especially if both pupils are attending the same school.

Teachers have expressed their concerns about managing sexualised behaviours as they feel under pressure from parents, governors and other professionals. The sexual nature of the behaviours can disempower teachers who are highly skilled in managing all kinds of difficult and challenging behaviours. Consideration to training school staff on awareness, identification and management can help to demystify this area of work and raise their confidence in dealing with situations.

### **.Managing Individual Cases**

Consideration should be given to:-

- Information exchange within the school
- The physical structure of the school, any vulnerable areas identified e.g. toilets, playground
- Travel arrangements to and from school, especially if school transport is used
- Supervision – during “out of class” time e.g. lunch time, school clubs and more vulnerable situations such as swimming, school trips and work experience
- Identifying a mentor/safe place for the complainant
- Identifying a mentor for the young person displaying sexualised behaviour
- Establishing a monitoring and recording system to evaluate whether management strategies are effective
- Establish communication with parents/carers, other agencies to ensure effective interagency working
- Sex and relationship education
- Training in managing sexualised behaviour for staff
- If the case is due to go to court, the school should liaise with the Youth Offending service and ensure a risk assessment is undertaken to assess the risk the individual presents within the School Community and identify any particular needs of the individual/s making the complaint.

### **Guidance on the issues of exclusion**

There is no definitive guidance on this but Governors should refer to the document *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with Legal Responsibilities in relation to exclusion DFE September 2012* and must be aware that any decision made may be open to legal challenge, particularly with regard to Human Rights legislation.



Any sexual offence or sexually inappropriate behaviour must be dealt with in line with the School's behaviour policy. Where a pupil's behaviour results in a serious breach of this policy, or the pupil is persistently breaching the policy by repeating this behaviour, then the School may decide to exclude the pupil, either on a fixed term or permanent basis. A permanent exclusion should only take place where behaviour is sufficiently serious and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

It is important to note that permanent exclusion can only be justified if both limbs of this test are satisfied i.e. (a) the behaviour is sufficiently serious and (b) the pupil remaining in school could seriously harm the education or welfare of them or of others. There may be circumstances in which sexually inappropriate behaviour is not sufficiently serious to justify permanent exclusion, however there are potential welfare risks to the perpetrator and/or the victim if they remain in the same school. In such circumstances it is the School's responsibility to put in place such control measures as are necessary to protect the welfare of both alleged perpetrator and victim. Off site education or transfer to another school as part of a "managed move" may be possible options, however this will need the consent of the pupil's parents. There is no general rule as to whether it is beneficial or otherwise for the perpetrator (or the victim) to be moved to a different school. This should be assessed on a case by case basis, and may depend on the support available to the perpetrator from the school and appropriate external agencies.

Schools being approached to admit a Young Person post conviction can request that the Child Protection Adviser and/or School Liaison Manager convene a multi agency meeting to assess potential risks that the offender might present within the school community and draw up a management strategy to support the young person and school during the integration process

### **3. An overview of the research of Child on Child sexual abuse**

The age of criminal responsibility is 10 years in the UK and young people who are found guilty or cautioned for sexual offences will be required to register their address on the Sex Offenders Register.

- Sexual abuse is perpetrated by all classes and both genders
- Most victims know their abuser
- Sexual abuse is more prevalent in families low in warmth, high in criticism
- Children with disabilities tend to be more compliant and dependant and are therefore more likely to be abused than assertive children
- Young people also commit sexual abuse
- 1 in 3 of all reported child sexual assaults are perpetrated by young people (Horne et al 1991)
- 50% of adult sex offenders report the onset of sexual offending during adolescence (Abel et al 1985)
- Gene Abel's study of adult prisoners convicted of sexual abuse found that on average perpetrators had committed 380 offences
- Behaviours range from 'flashing' to rape and are estimated to have been experienced by between 1 in 4 and 1 in 10 people

## Who are the Sex offenders?

Adult Males	50 %
Adult Females	20 %
Adolescents and Children	30 %

“The majority of perpetrators sexually assault children known to them, with about 80% of offences taking place in the home of either the offender or the victim”. Grubin, 1998.

## Statistics about perpetrators

- 92.5% aware of interest by 21
- 67.5% offended by 21
- 15% chose career solely to abuse
- & 41.5% state abuse “part of motivation”
- 77.5% arranged meetings outside work for abuse
- 67.5% took children away overnight
- Average of 49 admitted victims
- 41.9% had reputation as “touchy”, pervy etc

*Sullivan and Beech, 2004*

## Brook: Sexual Behaviours Traffic Light Tool

<b>Behaviours: age 0 to 5</b>		
<p><b>What is a green behaviour?</b> Green behaviours reflect safe and healthy sexual development. They are:</p> <ul style="list-style-type: none"> <li>• Displayed between children or young people of similar age or developmental ability.</li> <li>• Reflective of natural curiosity, experimentation, consensual activities and positive choices.</li> </ul> <p><b>What can you do?</b> Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• Holding or playing with own genitals.</li> <li>• Attempting to touch or curiosity about other children's genitals.</li> <li>• Attempting to touch or curiosity about breasts, bottoms or genitals of adults.</li> <li>• Games e.g. mummies and daddies, doctors and nurses.</li> <li>• Enjoying nakedness.</li> <li>• Interest in body parts and what they do.</li> <li>• Curiosity about the differences between boys and girls.</li> </ul>	<p><b>What is an amber behaviour?</b> Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:</p> <ul style="list-style-type: none"> <li>• Of potential concern due to age, or developmental differences.</li> <li>• Of potential concern due to activity type, frequency, duration or context in which they occur.</li> </ul> <p><b>What can you do?</b> Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• Preoccupation with adult sexual behaviour.</li> <li>• Pulling other children's pants down/skirts up/trousers down against their will.</li> <li>• Talking about sex using adult slang.</li> <li>• Preoccupation with touching the genitals of other people.</li> <li>• Following others into toilets or changing rooms to look at them or touch them.</li> <li>• Talking about sexual activities seen on TV/online.</li> </ul>	<p><b>What is a red behaviour?</b> Red behaviours are outside of safe and healthy behaviour. They may be:</p> <ul style="list-style-type: none"> <li>• Excessive, secretive, compulsive, coercive, degrading or threatening.</li> <li>• Involving significant age, developmental, or power differences.</li> <li>• Of concern due to the activity type, frequency, duration or the context in which they occur.</li> </ul> <p><b>What can you do?</b> Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• Persistently touching the genitals of other children.</li> <li>• Persistent attempts to touch the genitals of adults.</li> <li>• Simulation of sexual activity in play.</li> <li>• Sexual behaviour between young children involving penetration with objects.</li> <li>• Forcing other children to engage in sexual play.</li> </ul>

## Behaviours: age 5 to 9

<p><b>What is a green behaviour?</b> Green behaviours reflect safe and healthy sexual development. They are:</p> <ul style="list-style-type: none"> <li>• Displayed between children or young people of similar age or developmental ability.</li> <li>• Reflective of natural curiosity, experimentation, consensual activities and positive choices.</li> </ul> <p><b>What can you do?</b> Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• Feeling and touching own genitals.</li> <li>• Curiosity about other children's genitals.</li> <li>• Curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships.</li> <li>• Sense of privacy about bodies.</li> <li>• Telling stories or asking questions using swear and slang words for parts of the body.</li> </ul>	<p><b>What is an amber behaviour?</b> Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:</p> <ul style="list-style-type: none"> <li>• Of potential concern due to age, or developmental differences.</li> <li>• Of potential concern due to activity type, frequency, duration or context in which they occur.</li> </ul> <p><b>What can you do?</b> Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• Questions about sexual activity which persist or are repeated frequently, despite an answer having been given.</li> <li>• Sexual bullying face to face or through texts or online messaging.</li> <li>• Engaging in mutual masturbation.</li> <li>• Persistent sexual images and ideas in talk, play and art.</li> <li>• Use of adult slang language to discuss sex.</li> </ul>	<p><b>What is a red behaviour?</b> Red behaviours are outside of safe and healthy behaviour. They may be:</p> <ul style="list-style-type: none"> <li>• Excessive, secretive, compulsive, coercive, degrading or threatening.</li> <li>• Involving significant age, developmental, or power differences.</li> <li>• Of concern due to the activity type, frequency, duration or the context in which they occur.</li> </ul> <p><b>What can you do?</b> Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• Frequent masturbation in front of others sexual behaviour engaging significantly younger or less able children.</li> <li>• Forcing other children to take part in sexual activities.</li> <li>• Simulation of oral or penetrative sex.</li> <li>• Sourcing pornographic material online.</li> </ul>
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### Behaviours: age 9 to 13

#### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development.

They are:

- Displayed between children or young people of similar age or developmental ability.
- Reflective of natural curiosity, experimentation, consensual activities and positive choices.

#### What can you do?

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

#### Green behaviours

- Solitary masturbation.
- Use of sexual language including swear and slang words.
- Having girl/boyfriends who are of the same, opposite or any gender.
- Interest in popular culture, e.g. fashion, music, media, online games, chatting online.
- Need for privacy.
- Consensual kissing, hugging, holding hands with peers.

#### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- Of potential concern due to age, or developmental differences.
- Of potential concern due to activity type, frequency, duration or context in which they occur.

#### What can you do?

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

#### Amber behaviours

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

#### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- Excessive, secretive, compulsive, coercive, degrading or threatening.
- Involving significant age, developmental, or power differences.
- Of concern due to the activity type, frequency, duration or the context in which they occur.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

#### Red behaviours

- Exposing genitals or masturbating in public.
- Distributing naked or sexually provocative images of self or others.
- Sexually explicit talk with younger children.
- Sexual harassment.
- Arranging to meet with an online acquaintance in secret.
- Genital injury to self or others.
- Forcing other children of same age, younger or less able to take part in sexual activities.
- Sexual activity e.g. oral sex or intercourse.
- Presence of sexually transmitted infection (STI).
- Evidence of pregnancy.

## Behaviours: age 13 to 17

### What is a green behaviour?

Green behaviours reflect safe and healthy sexual development.

They are:

- Displayed between children or young people of similar age or developmental ability.
- Reflective of natural curiosity, experimentation, consensual activities and positive choices.

### What can you do?

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

### Green behaviours

- Solitary masturbation.
- Sexually explicit conversations with peers.
- Obscenities and jokes within the current cultural norm.
- Interest in erotica/pornography.
- Use of internet/e-media to chat online.
- Having sexual or non-sexual relationships.
- Sexual activity including hugging, kissing, holding hands.
- Consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability.
- Choosing not to be sexually active.

### What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- Of potential concern due to age, or developmental differences.
- Of potential concern due to activity type, frequency, duration or context in which they occur.

### What can you do?

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

### Amber behaviours

- Accessing exploitative or violent pornography.
- Uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing.
- Concern about body image.
- Taking and sending naked or sexually provocative images of self or others.
- Single occurrence of peeping, exposing, mooning or obscene gestures.
- Giving out contact details online.
- Joining adult- only social networking sites and giving false personal information.
- Arranging a face to face meeting with an online contact alone.

### What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- Excessive, secretive, compulsive, coercive, degrading or threatening.
- Involving significant age, developmental, or power differences.
- Of concern due to the activity type, frequency, duration or the context in which they occur.

### What can you do?

Red behaviours indicate a need for immediate intervention and action.

### Red behaviours

- Exposing genitals or masturbating in public.
- Preoccupation with sex, which interferes with daily function.
- Sexual degradation/humiliation of self or others.
- Attempting/forcing others to expose genitals.
- Sexually aggressive/exploitative behaviour.
- Sexually explicit talk with younger children.
- Sexual harassment.
- Non-consensual sexual activity.
- Use of/acceptance of power and control in sexual relationships.
- Genital injury to self or others.
- Sexual contact with others where there is a big difference in age or ability.
- Sexual activity with someone in authority and in a position of trust.
- Sexual activity with family members.
- Involvement in sexual exploitation and/or trafficking.
- Sexual contact with animals.
- Receipt of gifts or money in exchange for sex.