ABBEY VIEW PRIMARY ACADEMY

Child Protection Policy

This policy was updated on Sept 2026

The policy is to be reviewed by V Morris

Checked by J Mason

Next review January 2027 (unless changes in government advice/policy prompt an earlier review).

CONTENTS

1. Contacts
2. Legislation and statutory guidance
3. Introduction
4. Responsibilities
5. Procedures
6. Prevention
7. Supporting Children
8. Confidentiality
9. Supporting Staff
10. Safeguarding concerns and Allegations of abuse made against teachers, staff and volunteers (including supply/casual staff)
11. Whistleblowing
12. Physical intervention/Positive handling
13. Antibullying
14. Racist Incidents
15. Health and Safety
16. Online Safety
17. Cultural Issues
18. Child Sexual Exploitation
19. Child on Child Abuse including Making or sharing nudes or semi-nudes
20. Child-on-child Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour
21. Harmful Sexual Behaviour
22. Responding to Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour
23. Serious Crime/Serious Violence
24. Mental Health
25. Domestic Abuse
26. Children who are lesbian, gay, bisexual, or gender questioning
27. Teaching Safeguarding
28. Record Keeping and Retention of Records
29. Use of images
30. Remote Learning
31. Elective Home Education
32. Policy Review

Appendix One
Appendix Two

1. Contacts

1.1 Academy contacts

- Designated Safeguarding Lead (DSL) SLT members in bold: Madasar Mirza
- Designated Safeguarding Lead for Looked After Children: Ryan Smith
- Designated Safeguarding Leads for Wrap Around Care: Madasar Mirza
- Nominated Trustee: Steve Moore
- Trust Safeguarding Lead: Victoria Morris
- Academy Committee Member for Child Protection: Sam Edmondson
- Chair of Trustees: Katherine Sibley-Denne

1.2 Safeguarding Partners:

- Buckinghamshire County Council
- Buckinghamshire CCG
- Thames Valley Police
- Buckinghamshire Safeguarding Children Partnership

1.3 Contacts in County

- Education Safeguarding Advisory Service 01296 382 817
- Education Safeguarding Advisor- Wycombe 01296 382822
- Local Authority Designated Officer (LADO) 01296 382070
- RU Safe? (Barnardo's- Child Sexual Exploitation Service) 01494 461112
- Social Care, Out of Hours: 0800 999 7677
- Thames Valley Police 101(999 in case of emergency)
- First Response Team 01296 383962

https://www.buckscc.gov.uk/services/care-for-children-and-families/child-protection-and-safeguarding/report-a-concern-about-a-child/

- Family Information Service 01296 383 293

https://familyinfo.buckinghamshire.gov.uk/

- Buckinghamshire Grid for Learning e-Safety

https://schoolsweb.buckscc.gov.uk/equalities/e-safety/

1.4 Other contacts

- NSPCC 0800 800 5000
- Childline 0800 11 11
- Kidscape Bullying Helpline 0845 1205 204
- Samaritans 0845 790 9090
- CEOP - Child Exploitation and Online Protection
  https://www.ceop.police.uk/safety-centre/
- Foreign and Commonwealth Office 0207 008 0151
(Forced Marriages Section)
- Crimestoppers 0800 555 111
- Female Genital Mutilation 0800 028 3550
  Email: fgmhelp@nspcc.org.uk

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), and the Governance Handbook. We comply with this guidance and the arrangements agreed and any published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter- Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage 2021

This policy also complies with our funding agreement and articles of association.

This policy adheres to our statutory responsibility to follow the locally agreed multi-agency procedures that have been put in place by the 3 safeguarding partners- the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children within our area.

3. Introduction

3.1 The Trustees take seriously their responsibility under section 175 of the Education Act 2002 (section 157 for Independent academy's) to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our academy to identify, assess, and support those children who are suffering harm or whose welfare may be in question. All staff have read and understood Section A of Keeping Children Safe in Education.

3.2 We recognise that all staff and Trustees have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff believe that our academy should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

3.3 The aims of this policy are:

3.3.1 To support the child's development in ways that will foster security, confidence and resilience.

3.3.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

3.3.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and promptly reporting cases of abuse.

3.3.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the academy, contribute to assessments of need and support plans for those children.

3.3.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

3.3.6 To ensure the academy has as robust systems in place for ensuring that true and accurate records of events are kept and appropriately stored, and to ensure that any such records clearly differentiate between fact and opinion.

3.3.7 To have a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children as well as a structured procedure within the academy which will be followed by all members of the academy community in cases of suspected abuse.

3.3.8 To develop effective working relationships with all other agencies, guided by the threshold document, involved in safeguarding children.

3.3.9 To ensure that all adults within our academy who have access to children have been checked as to their suitability through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.

3.3.10 To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development

4. Responsibilities

4.1 All staff at our academy understand that safeguarding children is everyone's responsibility. Any member of staff, volunteer or visitor to the academy who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to a DSL or, in their absence, to the Principal followed by recording on CPOMS. Please see Flow Chart for Raising Safeguarding Concerns About a Child (displayed around the school). All other concerns should be recorded on CPOMS as stated on the flow chart, as soon as possible. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff. In addition, all staff are aware of the Family Help process.

4.2 The Trustees understand and fulfil their safeguarding responsibilities. They will:

4.2.1 Ensure that the academy has a robust Child Protection Policy and that this is reviewed annually.

4.2.2 Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.

4.2.3 Ensure there is a Designated Safeguarding Lead (DSL) who is a member of the academy's senior leadership team and at least one additional DSL from the SLT along with a Nominated Trustee for Child Protection.

4.2.4 Recognise the importance of the role of the DSLs and support them, ensuring they have the time, skills, training and resources to be effective. The roles and responsibilities of all DSLs are explicit in their job descriptions.

4.2.5 Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.

4.2.6 Recognise the contribution the academy can make to helping children and young people keep safe through the teaching of self-protection skills and

4.2.7 encouragement of responsible attitudes through the Personal, Social and Health Education curriculum.

4.2.8 Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to Keeping Children Safe in Education legislation referred to therein.

4.2.9 Ensure the safeguarding needs of pupils, their families and the academy are fully understood and resources allocated to meet identified needs.

4.2.10 Ensure there is an auditable system in place to evidence ALL staff have read, understood and agree to comply with their roles and responsibilities as laid out in KCSiE.

4.2.11 Ensure that DSLs are taking part in the induction of new staff including child protection training as part of that procedure.

4.2.12 Take account of the legal duties upon the academy under the Human Rights Act 1998, Equality Act 2010 and the Public Sector Equality Duty. They will be aware that harassment and abuse may breach a child's rights under these laws and that they have a duty to ensure pupils with Protected Characteristics must not be discriminated against and take appropriate positive action to limit disadvantage for these groups.

4.2.13 Ensure that appropriate filtering services are being used to keep children safe online and that staff know how to monitor and escalate concerns.

4.3 It will be the duty of the Chair of Trustees to liaise with relevant agencies if any allegations are made against the Principal.

4.4 The Nominated Trustee for child protection will be familiar with Local Authority procedures and guidance issued by the Department for Education and will work closely with the Trust DSL.

The Nominated Trustee will:

4.4.1 Undertake the training available for Nominated Trustees.

4.4.2 Ensure that all Trustees have Child Protection Training as part of their induction and that their training is regularly updated through training items delivered by the Trust Safeguarding Lead.

4.4.3 Ensure that child protection is, as a minimum, an annual agenda item for the Trustees, preferably a regular item.

4.4.4 Meet termly with the Trust DSL to review and monitor the Trust academies delivery on their safeguarding responsibilities, policies and procedures.

4.4.5 Ensure the academies comply with the reporting process of the Bucks Safeguarding Annual Report, submitting it on request.

4.4.6 Ensure that the appropriate monitoring and filtering procedures are in place for the academy IT and that this is reviewed annually.

4.4.7 Ensure that the Lead DSL in each academy has lead responsibility for monitoring and filtering.

The Academy Committee Rep for Child Protection will:

4.4.8 Meet termly with the Academy Lead DSL to complete a section of the Bucks Safeguarding Audit for their academy.

4.4.9 Record actions to be taken at academy level and Trust level.

4.4.10 Assure themselves that the Single Central Record is being checked by the academy Principal and is therefore accurate and up-to-date

4.4.11 Make visits to the academy to look at safeguarding practices, gather pupil/staff voice or other assurance activity in agreement with the Principal / Head of Academy.

The Trust DSL will:

4.4.12 Respond to any trust level matters arising from the academy audits.

4.4.13 Report termly to the Nominated Trustee regarding the outcomes of the academy audits and any actions or decisions to be made at Trust level.

4.4.14 Design and share the annual KCSiE training update with Trust academies.

4.4.15 Update and share the Trust safeguarding policy in light of KCSiE updates for DSLs to then personalise to their academy processes.

4.4.16 Deliver safeguarding training across the Trust to new staff and staff needing their 3-year update as per Trust and Buckinghamshire policy.

4.4.17 Provide support/supervision to DSLs across the Trust.

4.5 Our DSLs are responsible for:

4.5.1 Referring a child, using the Buckinghamshire Threshold document, if there are concerns about a child's care or welfare: abuse or neglect, to Family Help provisions or Social Care (First Response Team). Making a telephone referral in the first instance and following up with a written referral providing as much information as possible, using the Raise a Concern Form which will be securely completed at: https://www.buckssafeguarding.org.uk/childrenpartnership/reporting-a-concern/report-a-concern-professional/ within the same day or, if this is impossible, within 24 hours.

4.5.2 Ensuring that referrals are followed up by outside agencies effectively, not assuming that another professional is sharing relevant information about a child.

4.5.3 Having due regard for the guidance Information Sharing Advice for Safeguarding practitioners

4.5.4 Ensuring detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact, opinion and hearsay. This will include identified concerns, allegations, disclosures, referrals, actions taken, information shared with appropriate agencies where necessary, responses from parents and carers or other professionals, telephone and email contact, decisions and outcomes.

4.5.5 Ensuring a system is in place which enables records to be reviewed and an overview gained, enabling timely support to be offered, or partner agencies "pressed ", by school, for reconsideration if thresholds have previously not been deemed to have been reached by partner agencies. This includes use of the Escalation process found on the BSCB website.

4.5.6 Ensuring all such records are kept confidentially and securely in accordance with data protection and are separate from pupil records and include dates and brief entries to provide a chronology. Information sharing will be on a 'need to know' basis only and in accordance with the confidentiality policy.

4.5.7 Having in place an auditable system to enable child protection concerns to be shared between schools where a child moves on to another setting,

facilitating transfer of records to maintain confidentiality, including for in-year transfers.

4.5.8 Creating a culture of safeguarding and vigilance within the academy, beginning with ensuring all staff receive an appropriate level of induction and training to support them in their understanding. This includes ensuring promoting inclusive safeguarding practice. Training may include official Child Protection training, training on key issues such as FGM or email updates and staff briefing updates.

4.5.9 Acting as a focal point for staff concerns and liaising with other agencies and professionals, including staff concerns for conduct and behaviours of their peers.

4.5.10 Being available, to staff, during school hours and term time, for consultation and advice on safeguarding concerns raised. All DSLs follow the same training pathway in our academy. Arrangements are in place to support staff during these times if students are off-site whilst accompanied by staff (E.g. residential trips)

4.5.11 Ensure all academy staff are aware of the academy's Child Protection Policy and procedures and know how to recognise and refer any concerns.

4.5.12 Ensure either they or another appropriately informed member of staff attends Child Protection Case Conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.

4.5.13 Ensuring any absence of two consecutive academy days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.

4.5.14 Having, in place a robust system for monitoring absences and addressing this quickly with parents and pupils to effect change. In addition, this system will also support early identification of patterns of non-school attendance: these are seen under the banner of safeguarding in recognition of the NSPCC's comment on absenteeism being the single biggest indicator that something is going wrong for the child.

4.5.15 Ensuring if a pupil, about whom there have been child protection concerns leaves the academy, concerns and academy medical records are forwarded under confidential cover to the DSL at the pupil's new academy as a matter of urgency. The original copy of significant documents will be retained at our academy, and photocopies forwarded as above.

4.5.16 Providing, with the Principal, an annual report for the Trustees, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Trustees; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Trustees will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.

4.5.17 Meet regularly (once a term) with the Nominated Trustee to share oversight of safeguarding provision within the academy, monitor performance and

develop plans to rectify any gaps in delivery noted using the Section 11 Auditing tool to evidence and monitor performance.

4.5.18 Meet the statutory requirement to keep themselves up to date with knowledge, enabling them to fulfil their role, including attending relevant training, at least every two years, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service.

4.5.19 Ensure that a referral is made of all cases where a staff member has been dismissed or left the academy due to the risk/harm, to the Disclosure and Barring Service.

4.5.20 Refer to the Police any cases where a criminal offence may have been committed.

4.5.21 Retaining responsibility for the safeguarding of students although tasks may be delegated to other members of the team at the academy.

4.5.22 Checking monitoring and filtering reports, sharing with staff as appropriate and responding to any arising safeguarding concerns and staff training needs as a result, as per the DfE Filtering and Monitoring Guidance and carrying out an annual review of the academy monitoring and filtering effectiveness. This will be recorded on the Trust Safeguarding audit along with any actions.

4.5.23 Promoting educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.

4.5.24 Providing regular safeguarding updates to staff and monitoring which staff need to do initial training or updated training and ensuring that they receive.

4.5.25 Engaging with the Trust DSL to complete a termly audit, carrying out any actions that arise.

4.5.26 Completing the Buckinghamshire Annual Safeguarding Report.

5. Procedures

5.1 Our academy procedures for safeguarding children will be in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, and “Working Together to Safeguard Children 2023” and “Keeping Children Safe in Education” 2025 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

We will ensure that:

5.1.1 We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our Designated Safeguarding Lead (DSL) will update their training with LA approved training at least every two years and follow the locally agreed training pathway. In addition, there are two further DSLs with appropriate training and additional DSLs with responsibility for the Wrap Around Care Clubs.

5.1.2 In the absence of an appropriately trained member of staff, the Principal will assume the role of DSL.

5.1.3 All adults (including supply teachers and volunteers) new to our academy will be made aware of the academy's policy and procedures for child protection, the name and contact details of the DSL and the academy safeguarding leaflet, and have these explained, as part of their induction into the academy.

5.1.4 All members of staff are provided with opportunities at least every three years to receive full refresher training arranged or delivered by the DSL in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. In addition, safeguarding is a standing item on year group meeting agendas, SLT meetings and Monday briefings. Safeguarding updates are also given at least termly. This ensures that Safeguarding is kept high on the academy's agenda. Online safety training is also delivered annually.

5.1.5 All parents/carers are made aware of the academy's responsibilities in regard to child protection procedures through publication of the academy's Child Protection Policy, and reference to it in our prospectus/brochure and home academy agreement. Policy on the website. Our website also has a safeguarding page.

5.1.6 All staff; parents/carers and children are aware of the academy's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need-to-know basis.

5.1.7 Our lettings policy seeks to reflect the on-going responsibility the academy has for safeguarding those using the site outside of normal academy hours, ensuring the suitability of adults working with children on academy sites at any time and that use of the site to promote extremist views is prohibited

5.1.8 Community users organising activities for children as part of a letting of the academy building will be made aware of and understand the need for child protection procedures and that having these in place are a condition of the letting.

5.1.9 The academy operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities as well as Trustees. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation. We use the enhanced DBS check for staff, Trustees and volunteers and require this of agency staff when they are used. Recruitment adverts make clear that an online search on candidates will be undertaken before shortlisting. Trust academies only accept the provided application form. CVs are not accepted.

5.1.10 Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a

referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The academy recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

5.1.11 Our procedures will be annually reviewed and up-dated.

5.1.12 The name of the DSLs will be clearly shown in the academy in appropriate locations including the school office, reception areas and staff rooms, with a statement explaining the academy's role in referring and monitoring cases of suspected abuse.

6. Prevention

6.1 We recognise the academy plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this emotional wellbeing of our pupils and recognise the role the academy plays in recognising and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views.

6.1.1 We are aware of the Prevent Duty to protect young people from radicalisation and extremism At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student.

6.1.2 Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will be referred by the school to Channel via the First Response Team.

6.1.3 School staff receive training on a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.

6.1.4 Whilst a central part of our work with students is to support them to stay safe when online, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor

6.2 The academy community will therefore:

6.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

6.2.2 Receive focused training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and included issues such as FGM, CSE and radicalisation.

6.2.3 Ensure that all children know there is an adult in the academy whom they can approach if they are worried or in difficulty.

6.2.4 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to

know to whom they should turn for help, including statutory Relationships and Health Education.

6.2.5 Staff will work effectively with partner agencies to seek advice, support and guidance, drawing on multi-agency expertise, knowledge and experience to support pupils at risk of harm including unexplainable and/or persistent absences from education, emotional and intellectual harm via social media and the use of the internet and child sexual exploitation.

6.2.6 Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

6.2.7 Use monitoring and filtering reports and make any safeguarding response that may be required.

6.2.8 Use the following definition from Working Together to Safeguard Children for safeguarding and promoting the welfare of children:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

7. Supporting Children

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. Staff are required to be vigilant to these signs, to enable early offers of help to be initiated.

7.1 We recognise the young minds of our pupils can be vulnerable and exploited by others; staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism or indoctrination.

7.2 We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.

7.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

7.4 Staff recognise the need for a culture of vigilance to be present in the academy to support safeguarding. This includes awareness and sensitivity to additional changes of pupils which may indicate they are at risk of radicalisation. They understand that not all children will make disclosures about abuse and that they may instead find out that a child is in danger through overhearing conversations amongst children or noticing changes in behaviour.

7.5 Staff recognise that some children may not feel ready to disclose abuse, have the

language to disclose or may face cultural barriers to disclosure.

7.6 Staff understand that attendance can be a safeguarding issue and that children with poor attendance or persistent absence may be a warning sign of abuse or exploitation.

7.7 The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual.

7.8 Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive. Allegations of child-on-child abuse will be dealt with in the same way as other allegations, by talking to the child making the allegation, recording the information given and taking action to protect the child, working closely with the parents. This includes allegations relating to 1:1 abuse, group abuse and online abuse and abuse which falls under our equality policy. Where an allegation is made by a pupil with SEND, the SENDCo will be included in the relevant actions to support the child.

7.9 Children's wishes and feelings will be taken into account when a concern is raised, where it will still allow the concern to be dealt with effectively and involving the correct agencies.

7.10 Our academy will support all pupils by:

7.10.1 Encouraging the development of self-esteem and resilience in every aspect of academy life including through the curriculum.

7.10.2 Promoting a caring, safe and positive environment within the academy, where children know their concerns will be acted upon and taken seriously.

7.10.3 Monitoring all absences from academy and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten academy days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol. Bucks CME webpage and forms

7.10.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children. Using the expertise and resources of colleagues on other service areas to promote the welfare of pupils.

7.10.5 If a pupil is thought to be vulnerable to or espousing radical political ideologies, staff will work with Prevent officers and the Channel panel to support and safeguard.

7.10.6 If a pupil has medical needs, we will liaise with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place.

7.10.7 Notifying Social Care (First Response) as soon as there is a significant concern, using the threshold document to inform decision-making.

7.10.8 Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up-to-date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the academy. We have a separate policy for LAC which details our approach.

7.10.9 Expecting staff to be sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying.

7.10.10 Notifying Social Care (First Response) when a child attending the academy is privately fostered. This means when a child lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days.

7.10.11 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.

7.10.12 Providing continuing support to a pupil (about whom there have been concerns) who leaves the academy by ensuring that such concerns and academy medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil’s new school as a matter of urgency/ within the first term. The original copy of significant documents will be retained at our academy, and photocopies forwarded as above.

7.10.13 Awareness that SEND pupils face additional challenges and safeguarding issues such as assumptions being made that any issues are due to their needs rather than indicators of abuse, neglect or exploitation, difficulties in communicating their needs or concerns and the greater impact of bullying on their wellbeing.

7.10.14 DSLs having a close working relationship with the SENDCO regarding the needs of the children in the category of SEND.

7.10.15 Reassuring victims of abuse, neglect and exploitation that they are being taken seriously and will be supported. Children and young people will never be made to feel ashamed or that they are creating a problem by reporting abuse, neglect, exploitation, sexual violence or sexual harassment.

7.10.16 Awareness that LGBTQ+ pupils may face additional challenges, such as being targeted by other children and that safe spaces to speak out are essential.

7.10.17 Ensuring that children know where to turn to report abuse including neglect and exploitation.

7.11 Our academy has a Work Experience Policy and procedures which comply with national and local guidance and which are regularly reviewed and updated.

7.12 We are aware of our responsibilities for pupils who are educated off site or who are in alternative provision including that:

7.12.1 It continues to be our responsibility to safeguard that pupil.

7.12.2 We should receive written confirmation that the provision have carried out appropriate safeguarding checks on their staff and that we will be notified of any changes in staffing.

7.12.3 We should be satisfied that the placement meets the pupil’s needs through half-termly reviews

7.12.4 We should know the address the pupil is being educated at, at all times

7.12.5 We will suspend or terminate any placements in light of safeguarding concerns, as appropriate

7.13 At our academy we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse, neglect or exploitation as a result of these difficulties. Mental Health is addressed in the curriculum as part of the statutory Relationships and Health curriculum and staff understanding that a child's own mental health is something that can make them vulnerable and when to report this as a risk

7.14 The DSL along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.

7.14.1 The DSL along with the rest of our staff receive regular training to recognise and respond appropriately should suspicions arise, ensuring signs and indicators are progressed to inform plans of support. This includes the response to monitoring and filtering reports.

7.14.2 Pupils are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home.

7.14.3 Staff understand that sharing information with parents may not be appropriate and ensure that decisions of this nature are made in partnership with Children's Social Care or the police.

8. Confidentiality

8.1 We recognise that all matters relating to child protection are confidential.

8.2 The Principal or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need-to-know basis only. This will be governed by BSCB Information Sharing Protocols.

8.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

8.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the academy, separate from the pupil records.

8.5 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.

8.6 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. They will reassure the child that only people who are trying to help them will be told.

8.7 Trustees and all staff need to be aware of their obligations under UKGDPR and the Data Protection Act (DPA) 2018 – Please see the privacy notices for staff and pupils on our website.

8.8 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.

8.9 In the event of a disclosure from a child we will:

- Listen to the child. Allowing the child to tell what has happened in their own way and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
- Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.
- Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.
- Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible. Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically
- Reassure the child that they did the right thing in telling someone, they will reassure the child that they have not done anything wrong.
- Staff will explain to the child what will happen next and the need for the information to be shared with the DSL
- The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded
- Information will be supplied as requested by our three safeguarding partners (see Contact sheet)

8.10 In the unlikely event of all the DSLs and the Principal not being available, staff are aware they must ring First Response for advice. If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999

9. Supporting Staff

9.1 We recognise that staff working in the academy who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

9.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Principal or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

9.3 In consultation with all staff, we have adopted a code of conduct for staff at our academy. This forms part of staff induction and is on the website and the shared area of the school network. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our academy.

9.4 We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or meetings as organised by the LA.

10. Safeguarding concerns and Allegations of abuse made against teachers, staff and volunteers (including supply/casual staff)

10.1 All staff and volunteers must be aware of the guidance regarding safeguarding concerns and allegations of abuse made against teachers and other staff as mentioned in KCSIE (part 4)

10.2 All academy staff and volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 8.3 above)

10.3 Staff should be aware of the academy's behaviour/discipline policy and Code of Conduct. This can be found in the main policy folder in the office and on the teachers "shared area" on the computer.

10.4 We understand that a pupil may make an allegation against a member of staff. If such an allegation or safeguarding concern is made, the member of staff receiving the allegation will immediately inform the Principal / DSL who will then liaise with the Principal or the most senior teacher if the Principal is not present.

10.5 The Principal/senior teacher on all such occasions should immediately discuss the content of the safeguarding concern or allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

10.5.1 The Principal / Head of Academy / Senior Leader will:

- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace
- Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation
- Ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency

10.6 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Trustees who will consult the LADO (as in 9.4 above) without notifying the Principal first.

10.7 The academy will follow the County Council's procedures for managing allegations against staff, a copy of which can be found in the main policy folder in the office and on the teachers "shared area" on the computer.

10.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 9.4 above) in making this decision, as well as being guided by HR.

10.9 If a suspension is made, following Local Authority procedures (as in 9.6 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.

10.10 Our lettings agreement for other users requires that the organiser will follow County Council procedures for managing allegations against staff and, where necessary, the

suspension of adults from academy premises. Where an allegation is made about an organisation or individual who is/was using the academy premises, the academy will follow their own safeguarding procedures in response and report to the LADO.

10.11 Transfer of Risk- Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse, neglect or exploitation, they must inform their manager or employer. In these circumstances, the organisation will need to assess whether there is any potential for risk to transfer to the workplace and the individual's own work with children or young people.

10.12 Where there is a safeguarding concern around a staff member who is on supply at the school, this must be addressed through policy and reporting to the LADO, as it would with a contracted staff member. The school must not simply cease to use the supply teacher/TA if they have '**behaved or may have behaved in a way that indicates they may not be suitable to work with children'**. KCSIE.

11. Whistleblowing

11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues as stated in our Whistleblowing Policy. If necessary, they should speak to the delegated 'whistleblowing' Trustee or the Local Authority Designated Officer (LADO). Our separate Whistleblowing policy can be found in the office policies folder or on the shared network.

11.3 Where a concern about a member of staff does not meet the harm threshold (a low-level concern), the staff member or volunteer should fill in a 'Low Level Concern Form' and hand it in to the Principal for review and follow up.

11.4 Low level concerns include situations where an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- Examples of such behaviour could include, but are not limited to:
- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating children.

11.5 Low-level concerns should be shared responsibly and directly to the Principal, using the Low-Level Concern form, in order for the concern to be dealt with effectively and to protect staff from the impact of a false allegation, if necessary.

11.6 Should there be any concern regarding a contractor, the Principal must notify their employer.

12. Physical intervention/Positive handling

12.1 Our policy on physical intervention/positive handling by staff is set out separately. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

12.2 Principals and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

12.4 Any use of force or restraint should be recorded and signed by a witness. The parent/carer will be informed of the incident.

12.5 Staff who are likely to need to use physical intervention must be appropriately trained.

12.6 We understand that physical intervention of a nature which causes injury or

12.7 unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13. Antibullying

13.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

14. Racist Incidents

14.1 Our policy on racist incidents is set out in the Equality policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

15. Health and Safety

15.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the academy environment and, for example, in relation to internet use, and when away from the academy when undertaking academy trips and visits.

15.2 Our separate policy for wrap-around care details the procedures for safe handover of pupils.

16. Online Safety

16.1 All staff should be aware of the academy policy on online safety which sets out our expectations relating to:

- Creating a safer online environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online
- Inspiring safe and responsible use and behaviour
- Use of mobile phones both within academy and on academy trips/outings
- Use of camera equipment, including camera phones
- What steps to take if you have concerns and where to go for help.

16.2 Online safety is included as a computing teaching unit in every year group, using the statutory objectives from Relationships and Health Education, ensuring that children understand the dangers of the internet and how to keep themselves safe, progressing at an age-appropriate rate.

16.3 Appropriate filters are in place to ensure that pupils cannot access or be exposed to inappropriate material on the internet while at school.

16.4 Please also see our Acceptable use policy and Code of Conduct for details regarding staff and visitor use of mobile phones and other photographic equipment.

16.5 The academy will share via the website, what filtering processes are in place and the main websites that children access as part of learning.

16.6 The academy will also share via social media and newsletters, advice and guidance for parents on online safety.

16.7 If children will be interacting with anyone online as part of their learning, parents will be informed.

16.8 Staff are made aware of the need to use Artificial Intelligence in a Safe manner on the premises.

17. Cultural Issues

As an academy we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding. This includes children at risk from harm through FGM, belief in spirit possession and Forced Marriage. Staff will report concerns about abuse linked to culture, faith or religious practices in the same way as other concerns.

17.1 Staff understand that reporting of FGM or suspected FGM to the police is a mandatory legal duty and must be reported by the staff member themselves. They will be supported by a DSL. Our Guidelines on Female genital mutilation are listed in the Appendix.

17.2 Children who may be at risk from Forced Marriage can be identified in a number of ways such as following the Child Missing in Education procedures and attendance meetings with the Principal when parents request an extended holiday as per our

attendance policy. Staff understand that forced marriage is illegal and a form of child abuse.

17.3 We recognise that both male and female pupils may be subject to honour-based abuse where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or lifestyle choices.

17.4 We promote awareness through training and access to resources, ensuring that the signs and indicators of abuse linked to faith, culture or religious belief are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL.

17.5 Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in these instances. Staff will report concerns to the DSL who will liaise with Children's Social Care, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil

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18. Child Sexual Exploitation

All staff are aware that Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

18.1 Children or young people who are being sexually exploited may not understand that they are being abused.

18.2 They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

18.3 If a member of staff suspects CSE, they will report to the DSL using the same procedures as other abuse indicators. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

19. Child on Child Abuse including Making or Sharing Nudes or Semi-nudes

All staff are aware that abuse can be child on child as well as perpetrated by an adult or older child.

19.1 Staff understand that this type of abuse can include: consensual and non-consensual making or sharing of nudes or semi-nudes, bullying, abuse in intimate relationships, physical abuse, sexual assault, non-consensual sexual activity, hazing/initiation rituals and online safety issues and that these must be reported to the DSL using the same procedures as other abuse indicators.

19.2 Staff, pupils and parents are supported via training to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18.

19.3 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school.

19.4 Staff are aware that if a youth produced sexual image is reported to them, they must not view it or forward it. DSLs will have regard for the guidance provided here: Searching, screening and confiscation at school and here: UK Council for Internet

Safety

19.5 The management of reports of child-on-child abuse may involve- internal handling by the school, referral for Family Help Services, referral to social care and/or reporting to police, as appropriate, all underpinned by a zero-tolerance approach to sexual harassment and assault.

19.6 If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSLs will consider whether the child who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

19.7 If a report is shown to be deliberately invented or malicious, the academy will consider whether any disciplinary action is appropriate as per the own behaviour policy.

20. Child-on-child Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

20.1 When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 (see appendix 3 for details of both)

20.2 All staff are aware that sexual violence and sexual harassment:

- Can occur between two or more children of any age and sex
- Can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children and that sexual violence and sexual harassment exist on a continuum and may overlap;
- Can occur online and face-to-face (both physically and verbally) and are never acceptable.

20.3 Our approach is zero-tolerance for sexual violence and sexual harassment, where it is never acceptable, and it will not be tolerated.

20.4 Staff understand that:

- It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys"
- Failure to act can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- If there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is part of a zero-tolerance approach.
- Dismissing or tolerating such behaviours risks normalising them.
- Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing and that it will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or

college.

- Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

- Children with special educational needs and disabilities (SEND) are also three times more likely to be abused, neglected or exploited than their peers.

- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

21. Harmful Sexual Behaviour

21.1 Staff are aware that:

- Children's sexual behaviour exists on a continuum

- This continuum ranges from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

- Harmful Sexual Behaviour can occur in person or online or both simultaneously.

- Harmful Sexual Behaviour should be considered in a Child Protection context.

- Both the ages and the stages of development of the children are critical factors when considering Harmful Sexual Behaviour

- Addressing Harmful Sexual Behaviour early can be an important intervention that prevents escalation to more problematic, abusive or violent behaviour in the future.

- Misogyny has an escalatory nature and can be an early sign of harmful sexual behaviour and should therefore be addressed promptly.

- Girls and children with disabilities are more likely to be victims of the harmful sexual behaviour of other children.

22. Responding to Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

22.1 It must be clear to children that this will not be tolerated and that they will be listened to and action will be taken if they report it. No child should feel they have caused problems by making a report/disclosure. The immediate response should be to support the victim and any other children impacted. Staff should be aware of intra familial harms and that siblings may need support.

22.2 The sexual conduct (sexual harassment and sexual violence) tags should be used by staff when logging concerns of this nature.

22.3 Decisions on how to respond will be made on a case-by-case basis, using the Brook Traffic Light Tool as guidance, with referrals to social care and/or contact with the police being made as appropriate. DSLs will need to consider any ongoing risks to the victim, other children or staff, as well as what support the perpetrator may need.

22.4 Parents should be involved as much as possible, as soon as possible, in order to

help prevent behaviours becoming regular or escalating.

22.5 It must be made clear that the law is there to protect children not to criminalise them.

23. Serious Crime/Serious Violence

23.1 All staff are aware of indicators, which may signal that children are involved with serious, violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs. They know that indicators for girls may not be the same as for boys. Where this activity involves drugs, it is sometimes referred to as County Lines. The definition of County Lines is: 'a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.'

23.2 All staff are aware of the key risk factors in this area for children being exploited in this manner: being male, being excluded or regularly absent, having suffered mistreatment and having previous history with crime such as theft. They know that involvement in serious crime makes boys and girls more vulnerable to sexual exploitation.

23.3 County Lines involves Child Criminal Exploitation. This is defined as: 'Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children is broader than just County Lines and includes for instance children forced to work on cannabis farms or to commit theft.'

23.4 All staff are aware of the associated risks of serious crime and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

23.5 All concerns regarding carrying weapons or intent to carry weapons will be reported to the DSL who will risk assess and take appropriate action.

24. Mental Health

24.1 All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

24.2 All staff are aware that mental health concerns can develop into a safeguarding issue such as self-harm, suicidal ideation or an eating disorder for example.

24.3 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

24.4 Staff are aware that where children have suffered abuse, neglect, exploitation, or

other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood, and that the high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.

24.5 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, recording the concern on CPOMs and contacting the DSL. Where appropriate 999 or 111 can also be used to safeguard the child.

24.6 DSLs are aware of the local support services available for parents and children, including the new Mental Health Support Teams. They work closely with Senior Mental Health Leads.

24.7 The Academy seeks all available opportunities for staff training in mental health including for the DSL.

25. Domestic Abuse

25.1 Staff understand that:

- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
- Such abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional.
- Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
- All of the above experiences can have a detrimental and long-term impact on their health, well-being, development, and ability to learn
- Any disclosure of witnessing abuse of this kind, not just experiencing themselves, must be immediately disclosed to a DSL as it will very likely require a referral to Social Care.

26. Children who are lesbian, gay, bisexual, or gender questioning

The academy will not initiate action regarding gender questioning children- they will be guided by parents and will encourage early engagement with health.

Staff will:

- Take time to be professionally curious and understand the child's feelings.
- Understand that it is part of normal behaviour to engage with activities outside of gender norms
- Be aware of additional potential vulnerability that they may present for gay, lesbian, bisexual or gender questioning children, including bullying
- Refer any children questioning their gender to the DSL to engage with parents if this is deemed safe.

The DSL will:

- Engage with parents where it is safe to do so.
- Work with parental requests for social transition within safeguarding, equality and human rights legislation.
- Engage with the Trust DSL for advice and support regarding any requests for social transition.

27. Teaching Safeguarding

27.1 Staff understand that, in addition to teaching e-Safety, opportunities should be taken through PSHE and RSE to ensure that children understand key issues relating to their safety including the key issues laid out in this policy. All year groups have an age- appropriate unit of work relating to CSE. From 2020, the teaching of safeguarding was included in the new statutory RSE curriculum.

Please see our PSHE policy which includes protocols for staff on our website.

28. Record Keeping and Retention of Records

28.1 When a disclosure of abuse, neglect or exploitation, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. Records are also kept of all concerns about a child. These records are maintained on CPOMs and are held in accordance with our Record Keeping Policy.

28.2 There is a statutory requirement for our school to pass any child protection records to the child's next school. If the receiving school has CPOMs, the files are transferred electronically and an online receipt maintained. Where records have to be transferred manually, they are sent by recorded delivery for the attention of the DSL and a transfer receipt form included, to be returned to us as confirmation.

28.3 If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.

28.4 For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.

28.5 In the instance or repeated allegations however, our school retains the right, in the interest of safeguarding students, to retain a record of concern.

29. Use of images

Please see our separate Use of Images policy

30. Remote Learning

Please see our separate Remote Learning policy.

31. Elective Home Education

Many home-educated children have an overwhelmingly positive learning experience and the parents' decision to home educate is made with their child's best education at the heart of the decision. However, our DSLs and Senior Leaders are aware that home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

31.1 DSLs and Senior Leaders have due regard for the September 2016 amendment to the Education (Pupil Registration) (England) Regulations 2006 and will inform the Local Authority of any parental decisions to home-educate. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we work with other key professionals to coordinate a meeting with parents/carers as soon as possible. This will be a matter of urgency where the child has SEND, a social worker or any other key vulnerability. An y safeguarding concerns for a child who is removed from roll for EHE will be lerted to the the Local Authority.

31.2 DSLs are familiar with the guidance to Local Authorities: Elective Home Education.

32. Policy Review

The Trustees of our academy are responsible for ensuring the **annual review** of this policy, and for reporting back to the Local Authority. The date the next review is due is on the front cover.

Confidentiality Notice

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Reviewed and updated by Victoria Morris (Trust DSL)
Pending approval by Steve Moore (Safeguarding Trustee) and the board of Trustees.

Appendix One

Child Protection

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse (including neglect and exploitation) and know what to do and who to speak to if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for academy staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified –

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at academy, the possibility of inadequate feeding at home should be considered as a priority
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children to feel frightened and in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Domestic violence is very damaging to a child's emotional development; where a child is living with domestic violence, the academy should make a referral to Social Care if the child shows any indicators of significant harm including where they see, hear, or experience its effects. The DSLs should have due regard for Operation Encompass notifications from the police (notifications that the police attended a property where domestic violence has been reported and a child was present.)

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non- contact activities, such as involving children in looking at, or in the production of, sexual images (including online images), 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.

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Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

- *Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.*
- *Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.*
    - *Victoria Climbié Inquiry Report.*

Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- Young women subject to honour-based violence (where for instance they have transgressed the expectations of them as young women in their family and community).
- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out).
- Children being trafficked from abroad.
- Girls and/or boys at risk of being forced into marriage.

Mental Health

‘Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils’ KCSiE.

If staff are concerned about a child they should alert the DSL using the usual procedures. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

Identifying children with possible mental health problems:

Signs can include:

- significant changes in behaviour,
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like
- physical signs of self-harm or neglecting themselves

- **Appendix Two**

SAFEGUARDING IN EDUCATION

When to Refer To Social Care

Failing to refer a child to social care within the appropriate time scale places children at greater risk of harm. It is crucial that if you have concerns that a child is suffering or likely to suffer significant harm, you immediately inform the Designated Safeguarding Leads.

Referrals to the First Response Team must be made if;

- There is concern about a child at risk of sexual abuse;
- There is physical injury caused by assault or neglect (this may or may not require medical attention;
- A child is suffering persistent neglect;
- A child is living in an environment which is likely to have an adverse impact on their emotional development;

- Where parent's circumstances are affecting their capacity to meet the child's needs because of domestic violence, drug and/or alcohol misuse, mental health problems, learning disability.

Follow the Safeguarding Flow Chart for Raising Concerns about a child.

Specific Safeguarding Issues

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. It can happen once or multiple times. It may happen without the child's knowledge (abuse image sharing for e.g.)

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. Children of 16- 17 years of age, who are legally able to consent can also be victims of CSE.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and SLT will be aware of contact details and referral routes in accordance with local procedures.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 17 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating
    - Having frequent urinary, menstrual or stomach problems
    - Avoiding physical exercise or missing PE
    - Being repeatedly absent from school, or absent for a prolonged period
    - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
    - Being reluctant to undergo any medical examinations
    - Asking for help, but not being explicit about the problem
    - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society
    - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
    - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
    - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions

- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
- Engaging with conspiracy theories

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures,

Non-collection of children

If a child is not collected at the end of the day, parents will be called and if there is no response from parents by 4pm, further contact list will be used. If child still not collected and parent's whereabouts unknown, the police will be contacted to seek further advice.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. See policy

Making and Sharing Nudes and Semi-Nudes

Information about Procedures from Bucks Council

For School Staff_

Step 1:

- If a device is involved - confiscate it and set it to flight mode or, if not possible, switch it off_.

Step 2:

- Seek advice - report to your designated safeguarding lead via your normal child protection procedures.

Record all incidents, including both the actions you did take as well as the actions you didn't take and give justifications. In applying judgement to each incident, consider the following

Online Safety Helpline on: 0844 381 4772

- Is there a significant age difference between the sender/receiver involved?
- Is there any external coercion involved or encouragement beyond the sender/receiver?

- Do you recognise the child as more vulnerable than usual i.e. at risk?
- Is the image of a severe or extreme nature?
- Is the situation isolated or has the image been more widely distributed?
- Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

Context
If any of these circumstances are present, then do escalate or refer the incident using your normal child protection procedures. This includes reporting to the police. If none of these circumstances are present, then manage the situation accordingly within the school and without escalating to external services. Record the details of the incident, action and resolution.

With the rise of sexting incidents involving young people, this guidance aims to help schools identify sexting incidents, manage them and escalate appropriately.

Have these children been involved in a sexting incident before?

County Lines

How does this affect children and young people?

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years; • can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a young person who engages in county lines activity to stop someone carrying out a threat to harm his/her family.

Who is vulnerable?

The national picture on county lines continues to develop but there are recorded cases of:

- children as young as 12 years old being exploited or moved by gangs to courier drugs out of their local area; 15-16 years is the most common age range

- both males and females being exploited
- White British children being targeted because gangs perceive they are more likely to evade police detection but a person of any ethnicity or nationality may be exploited
- the use of social media to make initial contact with children and young people
- class A drug users being targeted so that gangs can take over their homes (known as 'cuckooing'). We do know that county lines exploitation is widespread, with gangs from big cities including London, Manchester and Liverpool operating throughout England, Wales and Scotland. Gangs are known to target vulnerable children and adults; some of the factors that heighten a person's vulnerability include:
- having prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues;
- being in care (particularly those in residential care and those with interrupted care histories)
- being excluded from mainstream education, in particular attending a Pupil Referral Unit

Key indicators

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

Child on Child Sexual Abuse and Harassment

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003132 as described below:

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.) Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. It should be dealt with promptly.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting • physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence136)
- online sexual harassment.
- Pulling up skirts, flicking bra straps

This may be standalone, or part of a wider pattern of sexual harassment and/or

sexual violence. Online harassment may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos. (Taking and sharing nude photographs of U18s is a criminal offence.)
- . sharing of unwanted explicit content o sexualised online bullying

- unwanted sexual comments and messages, including, on social media o sexual exploitation; coercion and threats
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

Harmful Sexual Behaviour

Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Children displaying HSB have often experienced their own abuse and trauma and it is important that they are offered appropriate support.

Harmful Sexual Behaviour must be dealt with promptly in order to prevent escalation.

Whilst any report of HSB, sexual harassment or sexual violence should be taken seriously, staff should be aware it is more likely girls will be the victims of sexual harassment and sexual violence and more likely it will be perpetrated by boys. Children with disabilities are also three times more likely to be abused than their peers.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe