



# Child Protection and Safeguarding Policy and Procedures.

## Table of Contents

- 1. Aims.....
- 2. Legislation and statutory guidance.....
- 3. Definitions.....
- 4. Equality statement.....
- 5. Roles and responsibilities .....
- 6. Confidentiality.....
- 7. Recognising abuse and taking action.....
- 8. Notifying parents/carers.....
- 9. Mobile phones and cameras.....
- 10. Complaints and concerns about school safeguarding practices .....
- 11. Record-keeping .....
- 12. Allegations against staff.....
- 13. Training.....
- 14. Use of School Premises for non-school activities .....
- 15. Monitoring arrangements.....
- 16. Links with other policies.....
- Appendix 1: Types of abuse .....
- Appendix 2: Child on child abuse policy.....
- Appendix 3: Safer recruitment and DBS checks .....

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# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

### 1. Aims

The school aims to ensure that:

We have a whole school approach to safeguarding; all systems, processes and policies operate with the best interests of the child at their heart and ensure that the child's wishes, and feelings are considered.

Appropriate action, including information sharing, is taken as early as possible to safeguard and promote children's welfare

All staff are aware of their statutory responsibilities with respect to safeguarding

All staff are properly trained in recognising and reporting safeguarding issues both in and outside of school as well as online.

### 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSiE\)](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by Southampton Safeguarding Children Board.

This policy is also based on the following legislation:

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 students 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

Voyeurism Offences Act 2019 <http://www.legislation.gov.uk/ukpga/2019/2/enacted> (Section 67 of the Sexual Offences Act 2003)

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

### 3. Definitions

**Safeguarding and promoting the welfare of children means:**

- Protecting children from maltreatment
- Preventing impairment of children's 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

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. Appendix 1 explains the different types of abuse and Appendix 2 is our policy and procedures to deal with child-on-child abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.

#### 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- are disabled and have specific additional needs or special educational needs (SEND);
- are young carers;
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
- have English as an additional language;
- are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse; domestic violence or crime;
- are at risk of 'honour-based' violence (HBV) which includes FGM and forced marriage, sexual exploitation or radicalisation;
- are asylum seekers; and
- are frequently missing/going missing from care or from home.
- are persistently absent from education, including persistent absences for part of the day.
- are privately fostered.
- have a mental health need
- are showing signs of being drawn into anti-social or criminal behaviours, including gang involvement and association with organised crime groups and county lines;
- are susceptible to being drawn into terrorism

#### 5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Southampton's

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

Safeguarding Children's Partnership (SSCP). Our policy and procedures also apply to extended school and off-site activities.

### 5.1 All staff

All staff will read at least part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), (KCSIE) and review this guidance at least annually.

All staff will be aware of:

Our systems which support safeguarding, including the staff code of conduct, the role of the designated safeguarding lead (DSL) as outlined in Annex B of the Department for Education's statutory safeguarding guidance, the behaviour policy, and the safeguarding response to children who go missing from education.

That safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments (contextual safeguarding). This is especially important if we must provide information to The Children's Resource Service as part of their assessments.

That children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from speaking to the DSL if they have concerns about a child.

The early help process and their role in it, including identifying emerging problems, liaising with the DSL verbally and in writing (using the safeguarding conversation form if appropriate) and sharing information (when appropriate) with other professionals to support early identification and assessment

The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as HBV, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child on child abuse (including bullying, sexual violence, sexual harassment, sexting and up skirting), serious violence, HBV, and radicalisation.

That mental health problems can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

How the school has implemented a filtering and monitoring system to ensure that pupils are using computers appropriately in school.

Section 13 and appendix 2 of this policy outline in more detail how staff are supported to do this.

### 5.2 The designated safeguarding lead (DSL)

Our DSL is **Lisa Welch**. The DSL takes lead responsibility for child protection and wider safeguarding as outlined in Annex C of KCSIE.

During term time, the DSL will be contactable during school hours for staff to discuss any safeguarding concerns.

The contact details are 02380 771659 [lisa.welch@tannersbrookpri.org.uk](mailto:lisa.welch@tannersbrookpri.org.uk)

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

When the DSL is absent, the deputies – Lucy Wareham, Penny Burnett, Rasa Kavaliauskiene, Sarah Mack or Ingrid Dowse – will act as cover.

Other staff may become trained and act as deputies so that if the DSL or deputies are not available on site, they can be contacted and take a lead via telephone.

The DSL will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Head of School informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL are set out in their job description.

### 5.3 The Local Governing Body

The Local Governing Body will approve this policy at each review and hold the Head of School to account for its implementation.

The Local Governing Body will appoint a governor to monitor the effectiveness of this policy in conjunction with the full Local Governing Body. This is always a different person from the DSL. Currently this is Stephanie Bolitho-Jones.

The chair of governors will act as the 'case manager' if an allegation of abuse is made against the Head of School.

### 5.4 The Head of School

The Head of School is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensure that all external providers that utilise the school site have appropriate safeguarding measures in place to protect the participants whilst on the school grounds.

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

### 6. Confidentiality

To ensure confidentiality and data protection, our school adheres to the General Data Protection Regulation and Data Protection Act 2018 as follows:

- Our internal safeguarding programme, CPOMS, has limited basis access with dual login (multi factor authentication)
- Timely information sharing is essential to effective safeguarding; it would be legitimate to share information without consent where; it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would put a child at risk.
- Information must only be shared on a 'need-to-know' basis, but we do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Confidentiality is also addressed in this policy with respect to record-keeping in section 11, and allegations of abuse against staff in section 12.
- Outside of term time please contact the Children's Resource Service directly on 02380 833004 or out of hours on 02380 233344

### 7. Recognising abuse and taking action

Staff, volunteers and Local Governors must follow the procedures set out below in the event of a safeguarding issue.

#### 7.1 If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral**, but this is best carried out with the support of the DSL (see section 5.2); in any case tell the DSL as soon as possible if you absolutely must make a referral directly.

All immediate safeguarding concerns should be made initially via a Referral Form or by an Inter-Agency Referral Form (IARF) at [The Children's Resource Service \(southampton.gov.uk\)](https://www.childrensresource.org.uk) This may then be followed up with a telephone to the Children's Services Professionals line 02380 80832300 (option 2) or on 02380 833004. The out of hours' team can be contacted on 02380 233344

The following is a link to the GOV.UK webpage for reporting child abuse to your local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

The link to the Southampton Safeguarding Children Partnership website for guidance on our local procedures is below:

[SSCP](#)

#### 7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

1. Listen to and believe them. Allow them time to talk freely and do not ask leading questions
2. Stay calm and do not show that you are shocked or upset

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

3. Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
4. Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
5. Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
6. Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.

### 7.3 If you discover that FGM has taken place or a student is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 5

**Any teacher** who discovers that an act of FGM appears to have been carried out on a **student under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.

**Any member of staff** who suspects a student is *at risk* of FGM, must speak to the DSL and follow our local safeguarding procedures.

If there is immediate danger a member of staff must contact the police. If staff are concerned that someone is at risk, they can contact the NSPCC FGM helpline on 0800 028 3550

### 7.4 If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Please speak to the DSL or if not available, a deputy DSL. If none are available, one of the staff in the main office will be able to contact one of the allocated staff who will speak to you on the telephone and direct the course of action. The DSL may direct you to contact Children's Services (see 'Referral' below).

You can also contact the charity NSPCC if you need advice on the appropriate action. You can call **0808 800 5000** (line is available from 8:00 AM to 8:00 PM Monday to Friday) or email:

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### Families First (Early Help)

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving.

### Referral

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to the local authority children's social care (and if appropriate the Police) is made immediately; the DSL will make the referral or support you to do so (see Section 7.1).

The local authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

### 7.5 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to Children's Services directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's multi-agency panel designed to safeguard those susceptible to being drawn into terrorism and since the young person will be under 18 the individual would need to give their consent.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a student. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

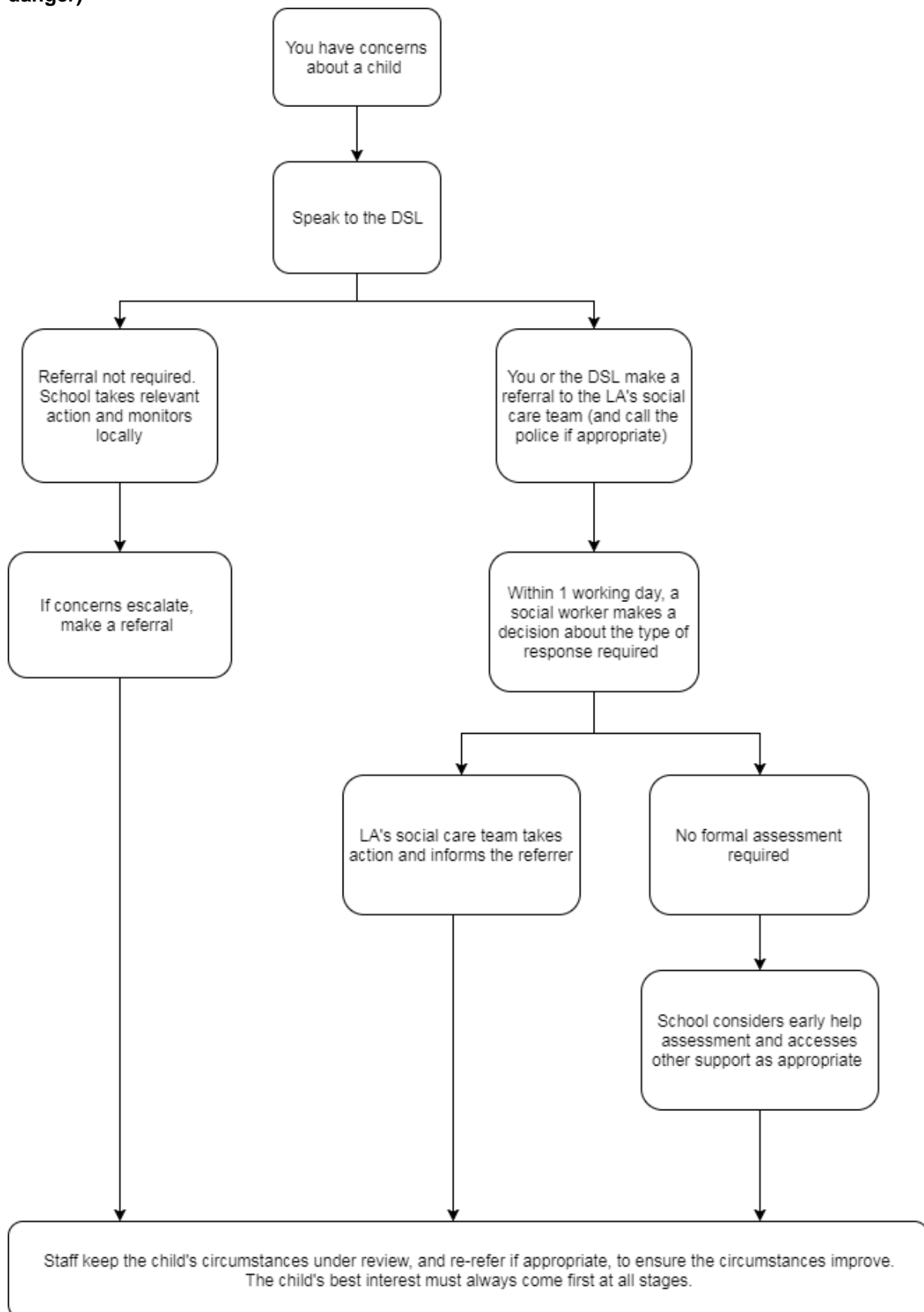
- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related



# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

Figure 1: procedure if you have concerns about a child’s welfare (no immediate danger)



# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

### 7.7 Allegations of abuse made against other students (child on child abuse)

We recognise that children can abuse other children. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of students hurting other students will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual violence (such as rape and sexual assault); sexual harassment (such as sexual comments); upskirting (which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or alarm) or sexting.

If a student makes such an allegation of abuse against another student:

- The DSL will be informed and record the allegation but does not investigate it
- The DSL will contact Children’s Services and follow their advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of child-on-child abuse by:

Challenging any form of derogatory or sexualised language or behaviour

Being vigilant to issues that particularly affect different genders – for example, sexting, upskirting, sexualised or aggressive touching or grabbing towards female students, and initiation or ‘hazing-type’ violence with respect to boys

Ensuring our curriculum helps to educate students about appropriate behaviour and consent

Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### 8. Notifying parents/carers

Where appropriate, we will discuss any concerns about a child with the child’s parents/carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents/carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this with the local authority children’s social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents/carers of all the children involved.

# **HISP Multi Academy Trust**

## **Tanners Brook Primary School – Child Protection and Safeguarding Policy**

### **9. Mobile phones and cameras**

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when students are not present.

Staff will not take pictures or recordings of students on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

If children bring mobile phones to school, they will be handed in to the teacher at the beginning of the day and redistributed at the end of the day. The school will not be liable for any loss or damage.

### **10. Complaints and concerns about school safeguarding practices**

#### **10.1 Safer Working Practices**

We work to create and embed a culture of openness, trust and transparency, in which the school's values and expected behaviour (as set out in the staff code of conduct) are constantly lived, monitored and reinforced by all staff.

We expect all staff to act with professionalism at all times.

Governors and senior leaders will ensure that this policy is adhered to by:

- ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others through effective training;
- empowering staff to share any low-level safeguarding concerns;
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage; and
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised.

Governors will help to identify any weakness in the school's safeguarding system.

Staff are expected to adhere to the staff Code of Conduct at all times. In the event of any concerns or allegations, the school will deal with them promptly, in line with local guidance and KCSIE (2023)

#### **10.2 Other complaints**

Any concerns should be raised with the DSL who will respond to complaints as a matter of urgency.

#### **10.3 Whistleblowing**

Please refer to the separate whistle-blowing policy that covers concerns regarding the way the school safeguards students – including poor or unsafe practice, or potential failures.

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

### 11. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period after they have left the school.

Our safeguarding record-keeping arrangements are as follows:

Historical records are paper based but moving forwards, these will be stored electronically via CPOMS

The paper records are held in the DSL's office in locked filing cabinets.

The records will be retained in accordance with GDPR recommendations.

The school shares information with other agencies and when this is appropriate, in line with our local safeguarding procedures.

In addition:

### 12. Allegations against staff

There are two levels of allegation/concern.

1. Allegations that meet the harms threshold
2. Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this policy as 'low-level concerns.'

If there is an allegation of abuse against a member of staff, we will adhere to Part 4, section 1 of KCSIE 2023 and Southampton Pathways document.

#### Procedure for dealing with allegations that meet the harms threshold

This procedure applies to all cases in which it is alleged that a current member of staff, volunteer, or another adult who works with children has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children.

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

Our procedures for dealing with allegations will be applied with common sense and judgement.

### Suspension

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not encounter the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegations being made

In the event of an allegation that meets the criteria above, the Head of School (or Executive Headteacher/CEO of Trust where the Head of School is the subject of the allegation) – the ‘case manager’ – will take the following steps:

Immediately discuss the allegation with the **Local Authority Designated Officer (LADO)**. **The Southampton City Council LADO can be contacted on 023 80915535 [lado@southampton.gov.uk](mailto:lado@southampton.gov.uk)**. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police)

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO. Where the police and/or children’s services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

# **HISP Multi Academy Trust**

## **Tanners Brook Primary School – Child Protection and Safeguarding Policy**

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought as appropriate

If immediate suspension is considered necessary, agree, and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken regarding the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the LADO to initiate the appropriate action in school and/or liaise with the police and/or children's services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate. This could also be trade union representatives or a colleague.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the governing body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

# **HISP Multi Academy Trust**

## **Tanners Brook Primary School – Child Protection and Safeguarding Policy**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the LADO whether to refer the matter prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Head of School, or other appropriate person in the case of an allegation against the Head of School, will consider whether any disciplinary action is appropriate against the student(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a student.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises
- Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual. We will retain

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated, or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

### 12.1 Allegation/concerns that do not meet the harms threshold - referred to for the purposes of this policy as 'low-level concerns'

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the HISP staff code of conduct, including inappropriate conduct outside of work; and
- 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; or,
- using inappropriate sexualised, intimidating, or offensive language.

In the event there is a safeguarding concern about a member of staff/volunteer, we will adhere to guidance outlined in Part 4, section 2 of KCSIE 2023 and Southampton Safeguarding Children's Board Guidance.

Low-level concerns should be reported to the Head of School and recorded by the DSL and an appropriate response taken, collecting as much evidence as possible directly from the person who raised the concern (unless it has been raised anonymously) and to the individual involved and any witnesses.

It is essential that low level concerns are reported. Such behaviours can exist on a wide spectrum, from the inadvertent or thoughtless. It could be behaviour that may look to be inappropriate but might not be in specific circumstances.



# **HISP Multi Academy Trust**

## **Tanners Brook Primary School – Child Protection and Safeguarding Policy**

We will act quickly, proportionately and appropriately in the event of a low-level concern, to prevent abuse or harm of a child and to promote a culture of safeguarding. Dealing with low level concerns also protects those working in or on behalf of schools from potential false allegations or misunderstandings. Staff will receive training about what may constitute a low-level concern.

### **12.2 Reporting Low Level Concerns**

Low level concerns should be reported to the Headteacher.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing the concern should also be noted; if the individual wishes to remain anonymous, then that should be respected as far as reasonable possible.

The Headteacher may:

- Speak directly to the person who raised the concern (unless it has been raised anonymously)
- Speak to the individual involved and/or witnesses

The Headteacher will categorise the type of behaviour and decide on an appropriate course of action. This will be recorded, along with rationale for any decisions made and details of action taken. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If patterns and/or wider cultural issues within the school are identified, the school will either:

- take action through our disciplinary procedures.
- refer behaviour to the LADO where a pattern of behaviour moves from a concern to meeting the harms threshold; and/or
- revise policies or implement extra training as appropriate, to minimise the risk of the behaviour happening again.

## **13. Training**

### **13.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from SSCP.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children susceptible of being drawn into terrorism and to challenge extremist ideas. This will be renewed every two years.

Staff will also receive regular safeguarding and child protection updates (for example, through emails and staff meetings) as required, but at least annually.

Volunteers will also receive appropriate training.

### **13.2 The DSL and deputies**

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

### 13.3 Local Governing Body

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. A link governor will be identified and trained to come into school and triangulate the safeguarding to ensure compliancy and fidelity to the policies and procedures.

### 13.4 Recruitment – interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training (to be updated every three years). This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

## 14. Filtering and Monitoring

In accordance with KCSIE 2023, the DSLs role specification and job description includes the responsibility for filtering and monitoring. Staff training has been added annually, as well as updates throughout the academic year.

We ensure that we have effective mechanisms to identify, intervene in, and escalate any incident where appropriate. Online safety is included in our curriculum (see the Computing Curriculum) at all levels and information is also provided to parents/carers.

All staff are made aware of the importance of Online Safety and our expectations relating to:

- creating a safer online environment – including training requirements, extensive filtering and monitoring;
- giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line.
- inspiring safe and responsible use and behaviour.
- safe use of mobile phones both within school and on school trips/outings.
- safe use of camera equipment, including camera phones; and
- what steps to take if you have concerns and where to go for further help.

Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:

- o Physical monitoring
- o Live software monitoring
- o Monitoring user logs
- o Monitoring individual devices

We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures.

Each year (at least) our designated safeguarding lead, along with our IT Manager and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.

# **HISP Multi Academy Trust**

## **Tanners Brook Primary School – Child Protection and Safeguarding Policy**

All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns.

Where pupils display inappropriate use of technology on the school site, a record of this is made and consequences are applied in line with the behaviour policy.

All our staff have taken part in annual cybersecurity training.

### **15. Use of school premises for non-school activities**

On occasions where school premises are hired to run non-school activities the letting policy is followed and an agreement between the hirer and the school is signed by both parties to adhere to the policy.

It may be necessary for the Hirer to submit proof that they have undergone a successful check under the Disclosure and Barring Service (DBS). If a particular letting involves contact with children and young people, it is the responsibility of the Hirer to ensure and be able to fully demonstrate that they have complied with the DBS Code of Practice and any relevant Safeguarding requirements. A copy of the DBS registration for the event organiser will be requested for lettings involving children under the age of 18. When there is a requirement for DBS checks to be undertaken, the Hirer must keep appropriate records for all adults in line with the DBS Code of Practice and report to the Head of the school any safeguarding concerns which may arise. The Hirer must be able to provide evidence that DBS checks have been carried out for all relevant adults on request.

#### **15.1. How we safeguard children attending alternative provision**

All professionals have a statutory responsibility to safeguard and promote the welfare of children and young people and tracking and reporting attendance at alternative provision is an essential component in achieving this.

Attendance at off-site alternative provision will be monitored closely and every step should be taken to ensure that accurate attendance data is kept by the school. Alternative providers will contact the school whenever the student is absent.

The school will formally monitor attendance and update records and maintain contact with the alternative provider on a daily basis.

### **15. Monitoring arrangements**

This policy will be reviewed **annually** by the Local governing body

### **16. Links with other policies**

This policy links to the following policies and procedures:

- Behaviour
- HISP Staff code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Sex and relationship education
- First aid
- Whistleblowing

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

These appendices are based on the Department for Education’s statutory guidance, **Keeping Children Safe in Education**.

### Appendix 1: Types of abuse

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

Abuse, neglect, and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

**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 adverse effects on the child’s emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate

Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction

Seeing or hearing the ill-treatment of another

Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing

Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**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 because of maternal substance abuse.

# **HISP Multi Academy Trust**

## **Tanners Brook Primary School – Child Protection and Safeguarding Policy**

Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing, and shelter (including exclusion from home or abandonment);  
Protect a child from physical and emotional harm or danger; Ensure adequate supervision (including the use of inadequate care-givers); Ensure access to appropriate medical care or treatment

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

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

### Appendix 2: Child on Child abuse policy

#### Contents

<b>Introduction</b> .....	<b>22</b>
<b>Policy Development</b> .....	Error! Bookmark not defined.
<b>Aims</b> .....	<b>23</b>
<b>Understanding Child on Child abuse</b> .....	<b>23</b>
<b>The Context</b> .....	<b>23</b>
<b>Vulnerable groups</b> .....	<b>24</b>
<b>Responding to Alleged Incidents Responding to reports of sexual violence and sexual harassment</b> .....	<b>24</b>
<b>The immediate response to a report</b> .....	<b>24</b>
<b>Risk Assessment</b> .....	<b>20</b>
<b>Action following a report of sexual violence and/or sexual harassment</b> .....	<b>20</b>
<b>Follow up Actions</b> .....	<b>20</b>
<b>Support for Children Affected by Sexual-Assault</b> .....	<b>27</b>
<b>Physical Abuse</b> .....	<b>27</b>
<b>Online Behaviour</b> .....	<b>28</b>
<b>Prevention</b> .....	<b>28</b>
<b>Multi-agency working</b> .....	<b>28</b>
<b>Appendix A</b> .....	<b>29</b>
<b>Appendix B</b> .....	Error! Bookmark not defined.
<b>Appendix C</b> .....	<b>29</b>

This policy is in line with the statutory guidance contained within Keeping Children Safe in Education 2023 and Working Together to Safeguard Children 2018.

#### Introduction

We are committed to a zero-tolerance approach to sexual violence and sexual harassment and a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that even if there are no reports, it doesn't mean it is not happening.

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all young people who have been affected by the situation.

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

We will ensure that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

We recognise that child on child abuse can manifest itself in many ways such as:

- Abuse in intimate relationships
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Causing someone to engage in sexual activity without consent
- Child Sexual Exploitation
- Children displaying sexually harmful behaviour
- Consensual or non-consensual sharing of nudes and semi nudes images and videos (also known as sexting or youth produced sexual imagery)
- Gang association and serious violence (County Lines)
- Physical abuse including physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.
- Radicalisation
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online harassment
- Upskirting
- Via technology

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti- bullying policy, child protection policy and online safety policy.

This policy concentrates on child-on-child abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on child-on-child abuse as set out in Keeping Children Safe in Education.

### Aims

The policy will: -

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

### Understanding Child on Child abuse

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

### The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. Staff need to be aware that children might not tell staff about their abuse and that it may be that staff overhear a conversation or the child's behaviour changes.

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB). We are adopting the NSPCC definition of HSB as: "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours. (Appendix A)

### Vulnerable groups

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

Whilst research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child on child abuse, but they do so in gendered ways. Finally, whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware that it is more likely that girls will be the victims of sexual violence and harassment and more likely it will be perpetrated by boys.

All staff should be aware of indicators, which may signal those children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

### Responding to alleged incidents or reports of sexual violence and sexual harassment

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

### The immediate response to a report

- We will take all reports seriously and will reassure the student making the report (Child A) that they will be supported and kept safe; all staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or children's services); staff will, however, only share the report with those people who are necessary to progress it. Child A may ask the school or college not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. Parents or carers should normally be informed (unless this would put the victim at greater risk).
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element, we will follow advice on searching, screening, and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the Designated Safeguarding Lead (DSL)) is present.
- The DSL will be informed as soon as possible.

### Risk Assessment

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



# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

assessment should consider all children involved (Child A (making the report); Child B (against whom the report is being made) and the other students). The time and location of the incident, and any action required to make the location safer should also be considered.

The designated safeguarding lead will ensure they are engaging with Children's Services.

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

Following an incident, we will consider:

- The wishes of Child A in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment.
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.
- The ages of the children involved.
- The developmental stages of the children involved.
- The importance of understanding intra familial harms and any necessary support for siblings following incidents.
- Any power imbalance between the children. For example, is Child B significantly older, more mature, or more confident? Does Child A have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse.
- Are there ongoing risks to Child A, other children, school staff, and other related issues and wider context?

### Follow up Actions

#### Children sharing a classroom:

Whilst we establish the facts of the case and start the process of liaising with children's services and the police:

- Child B will be removed from any classes they share with Child A.
- We will consider how best to keep Child A and Child B a reasonable distance apart on school premises.

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

#### Options to manage the report

##### ❖ Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through providing pastoral support.

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored securely in the DSLs office.

2. In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Where a child has been harmed, is at risk of harm, or is in immediate danger, the DSL will make a referral to Children's Services using an Inter-Agency Referral Form.

Where statutory assessments are appropriate, the DSL or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best

# **HISP Multi Academy Trust**

## **Tanners Brook Primary School – Child Protection and Safeguarding Policy**

possible package of coordinated support is implemented for Child A and, where appropriate, Child B and any other children that require support.

### **❖ Reporting to the Police**

Any report to the police will generally be made through Children's services as above. The DSL (and their deputies) will follow local processes for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police. Whilst the age of criminal responsibility is ten, if Child B is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

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

As a matter of effective safeguarding practice, we will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

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

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

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

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action following our behaviour policy. If the perpetrator remains in school, we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other students in the school.

We will ensure all children involved are protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

If a report is determined to be unsubstantiated, unfounded, false or malicious the designated safeguarding lead will consider whether the child and/or the person 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 services may be appropriate.

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

### Support for Children Affected by Sexual-Assault

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

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

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

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other students).

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

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

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

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

### Physical Abuse

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from students to students can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix A) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

### Online Behaviour

Many forms of child-on-child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting (sending nudes).

### Prevention

Tanners Brook Primary School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:

- Educating and training all Governors, Senior Leadership Team, staff and volunteers about the nature, prevalence, and effect of child-on-child abuse, and how to prevent, identify and respond to it. This includes
  - (a) Contextual Safeguarding.
  - (b) The identification and classification of specific behaviours; and
  - (c) The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as banter or teasing.
- Educating students about the nature and prevalence of child-on-child abuse via PSHE/RSE and the wider curriculum.
- Reminding students frequently about what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- Regularly informing everyone about our approach to such issues, including its zero-tolerance policy towards all forms of child-on-child abuse.
- Engaging parents/carers on this issue by:
  - (a) Talking about it with them.
  - (b) Asking them what they perceive to be the risks facing their child and how they would like to see us address those risks.
  - (c) Encouraging them to hold the school to account on this issue.
- Ensuring that all child-on-child abuse issues are fed back to the school's DSL so that they can spot and address any concerning trends and identify students who may be in need of additional support; relevant information will then be shared confidentially with staff.
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom).
- Promoting positive values and encouraging a culture of tolerance and respect amongst all members of the school community.
- Creating conditions in which our students can aspire to and realise safe and healthy relationships.
- Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of child-on-child abuse promptly and appropriately.

### Multi-agency working

We actively engage with our local partners in relation to child-on-child abuse, and work closely with, Children's Services, and/or other relevant agencies, and other schools.

The relationships we have built with these partners are essential to ensuring that the school is able to prevent, identify early and appropriately handle cases of child-on-child abuse. They help the school:

- (a) To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist.
- (b) To ensure that our students can access the range of services and support they need quickly.
- (c) To support and help inform our local community's response to child-on-child abuse.
- (d) To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our students.

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

The school actively refers concerns/allegations of child-on-child abuse where necessary to Children's Services, and/or other relevant agencies.

In cases involving children who are subject to risk, harm, and abuse and who have LAC status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

### Appendix A

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

[Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours \(icmec.org\)](https://www.icmec.org/)

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> <li>• Developmentally expected</li> <li>• Socially acceptable</li> <li>• Consensual, mutual, reciprocal</li> <li>• Shared decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Single instances of inappropriate sexual behaviour</li> <li>• Socially acceptable behaviour within peer group</li> <li>• Context for behaviour may be inappropriate</li> <li>• Generally consensual and reciprocal</li> </ul>	<ul style="list-style-type: none"> <li>• Problematic and concerning behaviours</li> <li>• Developmentally unusual and socially unexpected</li> <li>• No overt elements of victimisation</li> <li>• Consent issues may be unclear</li> <li>• May lack reciprocity or equal power</li> <li>• May include levels of compulsivity</li> </ul>	<ul style="list-style-type: none"> <li>• Victimising intent or outcome</li> <li>• Includes misuse of power</li> <li>• Coercion and force to ensure victim compliance</li> <li>• Intrusive</li> <li>• Informed consent lacking, or not able to be freely given by victim</li> <li>• May include elements of expressive violence</li> </ul>	<ul style="list-style-type: none"> <li>• Physically violent sexual abuse</li> <li>• Highly intrusive</li> <li>• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator</li> <li>• Sadism</li> </ul>

### Appendix B

#### Some useful definitions:

##### Sexual Harassment

This can be defined as 'unwanted conduct of a sexual nature' that can occur online and offline. In the context of this guidance this means in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

It 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.

##### Sexting/sharing nudes

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. This is also known as youth produced sexual imagery.

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

### Upskirting

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. Cases of 'up skirting' have a mandatory requirement for being reported.

### Sexual Violence

In this guidance this refers to sexual violence in the context of child-on-child sexual violence. Children can and do abuse other children. Sexual violence covers a spectrum of behaviour. It can refer to sexual offences under the Sexual Offences Act 2013. This includes: -

**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.

### 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.

It is important to know that: -

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

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and leading the school or college response. If in any doubt, they should seek expert advice.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

### Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, 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. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

### Hazing/Initiation

The practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

### Contextual Safeguarding

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

### Additional considerations for schools

When considering harmful sexual behaviour, ages, and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Schools and colleges should ensure that their response to sexual violence and sexual harassment between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

### Child-on-child sexual abuse: what to do if a child makes a disclosure

Make sure you understand our child protection policy and procedures for dealing with peer-on-peer abuse, and follow these.

#### DO:

- ✓ Listen and reassure the child that they will be supported and kept safe
- ✓ Make a written record as soon as possible, stating only the facts
- ✓ Tell our designated safeguarding lead (DSL) urgently -
- ✓ Where appropriate, take action yourself:
  - If the child is in immediate danger or at risk of harm, make a referral to children's social care
  - If an offence has been committed, report it to the police (even if the alleged perpetrator is under 10 - the age of criminal responsibility)
  - Find out whether the victim and alleged perpetrator share classes, premises or transport, and consider how best to deal with this

#### DO NOT:

- ✗ Dismiss the incident as 'banter', 'part of growing up' or 'having a laugh'
- ✗ Ask leading questions
- ✗ Promise total confidentiality - explain who you will need to tell and why
- ✗ View photos or videos of a sexual nature  
If you do so by accident or think you might need to in order to deal with the issue effectively, talk to our DSL
- ✗ Take notes while the child is talking, if at all possible
- ✗ Tell anyone about the disclosure unless they need to know in order to progress it

### Key definitions

<p><b>Child-on-child sexual abuse:</b> when a child (anyone under the age of 18) commits an act of sexual violence or harassment against another child</p> <p><b>Sexual violence:</b> rape, assault by penetration, or sexual assault (intentional sexual touching)</p> <p><b>Sexual harassment:</b> unwanted conduct of a sexual nature - such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting</p>	<p><b>Sexual activity is an offence if:</b></p> <ul style="list-style-type: none"> <li>• Person B (the victim) does not consent</li> <li>• Person A (the perpetrator) does not reasonably believe that Person B consents</li> </ul> <p><b>Someone consents if they:</b></p> <ul style="list-style-type: none"> <li>• Agree by choice</li> <li>• Have the freedom and capacity to choose</li> </ul>
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# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

### Appendix 3: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

#### Appointing new staff

When appointing new staff, we will:

- Verify their identity (best practice is checking the name on their birth certificate)
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. See [www.gov.uk](http://www.gov.uk) for up-to-date information
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

#### Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e., that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence



# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)

If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

An enhanced DBS check with barred list information for contractors engaging in regulated activity

An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

### Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### Volunteers

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers

Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

### The Academy Committee

All the Academy Committee members will have an enhanced DBS check without barred list information and section 128 check. They will have an enhanced DBS check with barred list information if working in regulated activity. The Chair of the Academy Committee will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and The Academy Committee will also have the following checks:

Right to work in the UK

Other checks deemed necessary if they have lived or worked outside the UK

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

### Appendix 4: specific safeguarding issues

#### Children absent from education

<http://documents.hants.gov.uk/childrens-services/HIAS/childrenatriskofmissingeducation.pdf>

A child being absent from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

A child becomes defined as at risk of missing in education when the child has missed 40 consecutive sessions (20 days) but is still on roll at a school, the school has been unable to contact the family; and the reason for absence has not been established by the school.

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
- 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 ensuring that we have at least two emergency contacts, 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 in immediate danger or at risk of harm.

#### Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increase status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children both male and female and can include children who have been moved (commonly referred to as trafficking) for the purposes of exploitation.

It is important to know that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both girls and boys being criminally exploited may be at high risk of sexual exploitation.

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

CSE is a form of child sexual abuse and can involve physical contact including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the Internet.

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 Children's Services 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

### **Honour – Based Violence:**

#### **a) 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 7.3 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 student is at risk of FGM.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student 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

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

- Talking about pain or discomfort between her legs

Potential signs that a student 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/carers 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 consider 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.

### **b) Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

**The legal age for marriage or civil partnerships in England and Wales is 18 even where violence threats or another form of coercion are not used.**

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer

# HISP Multi Academy Trust

## Tanners Brook Primary School – Child Protection and Safeguarding Policy

- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### 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 children board and local police force.

We will ensure that suitable internet filtering is in place and equip our students 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 students' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a student 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

Children who are susceptible to 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.

# **HISP Multi Academy Trust**

## **Tanners Brook Primary School – Child Protection and Safeguarding Policy**

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

Staff should **always** act if they are worried.

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a visitor's badge.

All visitors to our setting, including visiting speakers, will be always accompanied by a member of staff. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

### **Non-collection of children**

If a child who is normally collected from school identifies that they have not been collected, school staff will ensure communication is made with parents/carers to keep the child safe. If outside services need to be contacted this would be undertaken and recorded appropriately.

### **Missing students**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will contact parents/carers as soon as we have checked the school site, liaise with police and outside agencies depending on the outcome of discussion with parents/carers and what is known about the child.