STANSTEAD PRIMARY SCHOOL

Whole School Child Protection Policy

Flying
High
Trust
Partnership

September 2022/2023

INTRODUCTION

At Stanstead Nursery and Primary School we are committed to safeguarding children and young people andwe expect everyone who works in our school to share this commitment.

Staff in our school have up to date safeguarding training and take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in thebest interests of the child.

At Stanstead we have a robust safeguarding team, consisting of DSLs, following the duties outlined in the jobresponsibilities.

Linked statutory policies include; Staff behaviour policy (code of conduct), safer recruitment policy, allegationsagainst staff, complaints, b*ehaviour Policy (code of conduct), safer recruitment policy, allegations against staff, complaints, pupil behaviour, children missing education, online safety, child on child abuse and sexual violence and sexual harassment between children policy and procedures.*

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

Date of last review: September 2022

Date of next review: September

2023

Role	Name	Contact Details
Headteacher/Principal	*Tanya Smith*	0115 9156300 safeguarding@stanstead.nottingam.sch.uk
Senior Leader(s) available for contact in the absence of the DSLs	*Rachel Carter*	0115 9156300 safeguarding@stanstead.nottingam.sch.uk
Designated Governor for Child Protection/ Safeguarding	*Judith Robinson*	Judith.robinson@stanstead.nottingam.sch.uk
Governor for Mental healthand Well-being	*Judith Robinson*	Judith.robinson@stanstead.nottingam.sch.uk
SEN governor	*Judith Robinson*	Judith.robinson@stanstead.nottingam.sch.uk
Senior Designated Safeguarding Lead	*Tanya Smith*	safeguarding@stanstead.nottingam.sch.uk
Deputy Safeguarding Lead	*Rachel Carter* *Will Smee*	rachel.carter@stanstead.nottingham.sch.uk william.smee1@stanstead.nottingham.sch.uk
Trust Designated Senior Safeguarding lead:	*Grant Worthington*	gworthington@flyinghightrust.co.uk

Trust Designated Safeguarding Lead to support the central team	*Paul Goodman*	pgoodman@flyinghightrust.co.uk
Trust nominated Safeguarding Trustee	*Mrs A Cruickshank*	acruickshank@flyinghightrust.co.uk
Designated FHT SEN lead		

Key National Contacts

- □ NSPCC helpline - helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trainedhelpline counsellors on:

    - help@nspcc.org.uk
    - Text 88858
    - 0808 800 5000

- □ NSPCC Whistleblowing Advice Line - free advice and support for professionals concerned about how child protection issues are being handled in their organisation.

    - 0800 028 0285
    - help@nspcc.org.uk

- □ UK Safer Internet Centre professional advice line - helpline for professionals working with children and young people in the UK with any online safety issues they may face themselvesor with children in their care.

    - helpline@saferinternet.org.uk o 0844 381 4772

- □ Police Anti-Terrorist Hot Line number 0800 789 321

- □ Domestic Abuse
    - National Domestic Abuse Helpline 0808 2000247

Domestic abuse: specialist sources of support

Education Support advice and helpline to support professionals
    - 08000 562 561
    - enquiries@edsupport.org.uk

Stanstead Nursery and Primary School

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

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this*school* child protection policy.
These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2022 and HM Working Together to Safeguard Children 2018 (updated December 2020) are incorporated into this policy.

Child Protection and Safeguarding Statement

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

The procedures contained in this policy apply to all staff, supply staff, volunteers, and governors and members of the Flying High Trust and are consistent with those of Nottinghamshire Safeguarding ChildrenPartnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

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

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children andfamilies are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

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

Safeguarding and promoting the welfare of children is defined as:

- □ Protecting children from maltreatment.
- □ Preventing the impairment of children's mental and physical health or development.
- □ Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- □ Taking action to enable all children to have the best outcomes.

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

Whole school approach to safeguarding:

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

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

- Pupils' health and safety and emotional well-being, and their mental and physical health ordevelopment.
- Meeting the needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassmentbetween children: KCSIE 2022 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-basedbullying.
- Going frequently missing/ gong missing from care or home.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need.
- Has special educational needs (whether or not they have a statutory Education Health and CarePlan).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2022 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexualharassment (further defined in KCSiE 2022 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn intoanti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation(CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse,adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- Particular issues affecting children including domestic abuse and violence, female genital mutilationand honour-based abuse and forced marriage.

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

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

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happeningto them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a childand agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

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

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

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

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

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicatedmobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploitedto move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the countylines network.

Our school assesses the risks and issues in the wider community when considering the well-being and safetyof its pupils.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children canalso abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the

non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive imagesand pornography, to those who do not want to receive such content.

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defendthe honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated SafeguardingLead as a matter of urgency.

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children'saccess to online sites when away from school.
We will support understanding of harmful online challenges and hoaxes and share information with parentsand carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and wewill take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2022.

As a school, should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise thatnot every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.
We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment andservices are put in place where required and in accordance with the Pathway to Provision v 9.1.

Identifying Concerns

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

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

The four categories of child abuse are as follows:

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

Indicators of abuse and neglect

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

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

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

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

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genitalorgans for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority ofcases happen between the ages of 5 and 8.

Risk factors for FGM include:
- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a

womanSymptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especiallybefore the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staffshould not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:
- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or
- menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable
- behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to
- embarrassment or fear.
- talking about pain or discomfort between her legs

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

Some of the following signs may be indicators of emotional abuse:
- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negativecomparisons.

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

Some of the following signs may be indicators of sexual abuse:
- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expectthem to have
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or analareas, sexually transmitted infections, or underage pregnancy.

Child sexual exploitation is a form of child sexual abuse. The definition of child sexual exploitation is asfollows:

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potentialindicators of risk, including:
Acquisition of money, clothes, mobile phones etc without plausible explanationGang-association and/or isolation from peers/social networks
Exclusion or unexplained absences from school, college or work
Leaving home/care without explanation and persistently going missing or returning late
Excessive receipt of texts/phone calls
Returning home under the influence of drugs/alcohol
Inappropriate sexualised behaviour for age/sexually transmitted infectionsEvidence of/suspicions of physical or sexual assault
Relationships with controlling or significantly older individuals or groupsMultiple callers (unknown adults or peers)
Frequenting areas known for sex work
Concerning use of internet or other social media
Increasing secretiveness around behaviours; and
Self-harm or significant changes in emotional well-being.

Potential vulnerabilities:
Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered thatnot all children with these indicators will be exploited.
- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substancemisuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);
- Sexual identity.

Staff should also remain open to the fact that child sexual exploitation can occur without any of these riskindicators being obviously present.
Remember children can be exploited in a number of ways and it can take many forms, including sexual and criminal exploitation. Child exploitation is complex and rarely presents in isolation of other needs and risks ofharm (although this may not always be the case).

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victimneeds or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) throughviolence or the threat of violence.
The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.
- Some of the following can be indicators of CCE:
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child on child sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically andverbally) and are never acceptable. It can manifest itself in a variety of ways such as: Child Sexual Exploitation, Sexting or youth produced digital imagery, Upskirting, Bullying, Radicalisation, Abuse in intimate relationships, Children who display sexually harmful behaviour, Gang association and serious violence (CountyLines), Technology can be used for bullying and other abusive behaviour.

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

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

Domestic Abuse:
In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for thefirst time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as apattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:
(a) physical or sexual abuse;
(b) violent or threatening behaviour;
(c) controlling or coercive behaviour;
(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtaingoods or services); and
(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or haveagreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, theabuse; and they are related to the abusive person.
(The definition can be found here: https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationshipabuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Operation Encompass' aim is to ensure that schools have timely information about all police attended incidentsof domestic violence; support school staff to understand how to support the children and ensure the children receive the support they need.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 08082000 247.

Bullying and forms of bullying on and offline including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse **[Anti-bullyingpolicy/ Online safety Policy]**.

Children Missing Education: Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school assoon as possible if the numbers change.

The school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education(especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forcedmarriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
   a. leave school to be home educated
   b. move away from the school's location
   c. are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred tothe local authority.
When a pupil leaves the school, we will record the name of the pupil's new school and their expected startdate.

The Prevent Duty and counter extremism

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawninto terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs ofbecoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism andis able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme viewsshare these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation andact proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to preparethem for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just, and civil society.

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

Privately Fostered Children

Definition of private fostering
A private fostering arrangement is a private arrangement for a child under the age of 16 (or 18 if they are disabled) to be cared for by someone who is not a parent or close relative for more than 28 days. The Local Authority is not involved in placing the child or young person in this private arrangement.
A child or young person is privately fostered if they are living with extended family members such as cousins, great aunts, great uncles or a family friend. They may be living outside of their parents care due to;
- Child or young person is asked to leave the family home
- Parent is in prison / hospital / homeless
- To avoid becoming a looked after child
- Parent has left the local area and child has remained to complete academic studies
- Child leaves due to family dysfunction or because they have been living with parents whohave substance misuse problems or other difficulties
- Parent decides to place child with extended family member
- Child is placed with extended family for religious or economic reasons

Responsibilities
Private foster carers are responsible for providing the day-to-day care of the child in a way which will promoteand safeguard his welfare. However, the overarching responsibility remains with the person who has parentalresponsibility for the child.

The Local Authority has legal duties towards private fostered children and must satisfy itself that welfare of children who are, or will be, privately fostered within their area are satisfactorily safeguarded.

If you become aware of a child or young person living in a private fostering arrangement you must notify theLocal Authority Children's Social Care in one working day.

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

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

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

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it shouldbe clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check thatthey are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of theprivate fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is beingregistered.

Is this a Privately Fostered Child or Young Person?

Is the child living with their parents?

No / Yes → Not private fostering

Are they a looked after child / young person or living with someone else who as PR e.g. Residence Order?

No / Yes → Not private fostering

Are they aged over 16 or 18 if disabled?

No / Yes → Not private fostering

Are they living with a close relative (e.g. step parent by marriage, grandparent, brother, sister, aunt or uncle)?

No / Yes → Not private fostering

Has the child or young person been living there for more than 28 days, or the plan is for them to live there for 28 days or more?

Yes / No → Not private fostering

This is a private fostering arrangement and the child or young person is classified as a Child In Need. You must refer the child or young person to Children's Social Care

Elective Home Education

Where a parent/carer has expressed their intention to remove a child from our school with a view to educatingat home, we work with the LA and other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child.

This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Online Safety and Cyber Security (including remote/blended learning)

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

The breadth of issues classified within online safety is considerable, but can be categorised into four areas ofrisk:

• **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news,racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure,commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudesand/or pornography, sharing other explicit images and online bullying; and

- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

To support children being safe whilst using technology and social media, children take part in online safety lessons and regularly are given different safety to scenarios to discuss as part of their computing lesson. Thereis also information on the school website to support both parents and children to be safe online. https://www.stansteadprimary.co.uk/page/?title=Online+Safety&pid=95

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receivesuch content.

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

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

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

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

We have a weekly time in briefing to share any key safeguarding messages and all staff have a weekly safeguarding email update.

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

The children at Stanstead Nursery and Primary are at the centre of everything that we do. All children are provided with opportunities to gain knowledge and understanding relating to safeguarding, as part of the curriculum. The school supports this by displaying key information at a child friendly level around the school,this is followed up in assemblies and during whole class sessions. Relationships are a key part of understanding our children and we recognise that all children are different, so we provide different ways for children to voice their concerns including- • Bubble boxes, worry Monsters and ELSA sessions.

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

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

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

Where appropriate, we will hold regular meetings in school, taking part in partnership forums/events, or accessing multi-agency training. We may also offer to facilitate meetings for individual children and families inschool/college to support easier local access and involvement by children, parents and carers.

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

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

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

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

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

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

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

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

Our Child Protection Policy

There are seven main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work withchildren.
- Developing and then implementing procedures for identifying and reporting cases, or suspected casesof abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, childprotection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with theskills needed to keep them safe in and outside of *Stanstead school*.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence andsexual harassment.

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We recognise that because of the day-to-day contact our school have with children they and we are wellplaced to observe the outward signs of abuse.

The school **will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and arelistened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they areworried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, andcolleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recogniseand stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi - nudeimages which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognising how pressure from others can affect their behaviour.

- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gangand knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmfulonline challenges, hoaxes, prejudice-based and discriminatory bullying.
- Maintain an on-line safety policy, which takes into account remote learning, and use of mobile andsmart technology and is reviewed regularly to take into account any new threats.
- KCSiE 2022 broadened the response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm'. Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing good communication with safeguarding partners and services, children andyoung people can feel assured they will be listened to, heard, and offered support to enable them to share sensitive information and strengthen their resilience.
- *New Schools* are required to work together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and wheretrusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school environment if needed.

At Stanstead, involving the whole school community, we have implemented a thorough RSHE scheme of work,based on statutory guidance. The rigorous planning and teaching of this scheme ensures that the children are regularly taught and reminded about issues of safeguarding and given opportunities to discuss a range of issues / concerns.

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

Alternative provision arrangements: It is the Headteacher's responsibility alongside the Senior DSL to visit the alternative provision provider and complete the Alternative Provision checklist in conjunction with The Flying High Trust. The Alternative Provision Checklist of factors is used to decide whether or not the provision is of a suitable quality and that appropriate and robust monitoring arrangements are in place. As part of the visit there needs to be evidence of how the AP will meet the needs of the child which are beyond the resources and expertise of the school. As part of the DSL team's responsibilities there are designated persons to support withmental health & well-being. It is all staff responsibility to identify the indicators that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. If a member of staff does have a concern, to speak to a DSL as

soon as possible. (See KCSiE 2022 Mental Health paragraphs20, 45 to 47, 164, 170, 170 to 180). Our school is proud of the relationships is builds with all children.

Our school acknowledges that children who are LGBT may be targeted and informs Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of or hate towards LGBT people or those perceived to be LGBT and must not be tolerated. All adults in school are trusted adults, who the childrenknow they can speak to. The DSL team provides training & support for all staff in order to fulfil these responsibilities.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safein Education 2022 to:

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role andresponsibilities included (as defined in KCSiE 2022 Annex C).
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff, volunteers and FHT staff) and thegoverning body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse andtheir responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in makingreferrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafepractice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for childprotection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adultlinked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regardingchild protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification,referral, and actions to safeguard.
- Ensure all records are kept securely; CPOMS is used for recording safeguarding information and a paper file for each of those children is kept containing a chronology of events. These files are kept in alocked filing cabinet separate to the child's school file within the School office.
- Ensure that we follow robust processes to respond when children are missing from education ormissing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff orvolunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of socialcare staff or staff from other agencies.

Supporting children

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/orsexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. Thisshould not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

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

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum to ensure it is broad and balanced covering relevant issues through Relationships Education and Relationships and Sex Education, also, through Personal, Social, Health and Economic (PSHE) education with school. We which promote the spiritual, moral, cultural, mental and physical development of pupils and aim to prepare them for the opportunities, responsibilities and experiences of life. At Stanstead, we also promote community cohesion, including the promotion of fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils.
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and whichgives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to datewith national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported throughthe time required to deal with any abuse or harm that has occurred, or outcomes from incidents. At Stanstead we work hard to foster strong and positive relationships between all staff, children and families. Where children are demonstrating unacceptable behaviour we adopt a restorative approach and where necessary provide additional support from our in school ELSAs.
- The use of our Space Station, which is a nurture room for children when required. This nurtureprovision is led and managed by our ELSA, Will Smee.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service andEducation Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or wherethere have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities isrecognised and fully supported.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) istaken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

- The staff member, designated safeguarding lead, Tanya Smith, will be informed immediately, andactions taken in accordance with the school/college peer on peer/ sexual violence and sexual harassment between children in school and college policy.

For the children of Stanstead school, we have a pastoral system that enables parental and school-based referrals. This support includes ELSA packages of support from trained members of the team. This support isdiscussed and reviewed to ensure it is effect. School recognises the need for the children to be able to raise their concerns so, 'bubble boxes' and 'worry monsters' are available in each classroom. This is managed by the class teachers and they then are able to use their judgment on the next steps for support if required.
Further support is available with referrals through outside agencies.

Safe Staff and Safe Recruitment

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2022 Part Threeand advised by the FHT policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer workingpractices and access the safer recruitment training advised by the Trust. *(NSPCC/National College Safe Recruitment online course).*
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with nationalguidance.
- The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2022Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2022 Part Three paragraphs 267 to 277.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Guidance and actions to address Low-level concerns can be found in the Low Level Concernspolicy in line with KCSiE 2022 Part Four. Staff are given a copy of this at the beginning of each academic year. A copy is also available in our staff room on our safeguarding display.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practicesduring their induction with the headteacher before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors and trust will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority DesignatedOfficer (LADO), LADO Allegation Officers and HR Team.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human ResourcesTeam.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO),LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role. All new staff have a detailed inductionwith the Headteacher.

Links to other Local Authority policies

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

- *Accessibility Plan.*
- *Anti-Bullying*
- *Attendance Policy.*
- *Behaviour Policy.*
- *Equality.*
- *Central Record of Recruitment and Vetting Checks.*
- *Complaints' Procedure Statement.*
- *Cyber–bullying and Harmful online challenges.*
- *E-Safety Policy.*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan)*
- *Health and Safety Disability Equality Action Plan.*
- *Home-school Agreement Document.*
- *Child on Child Abuse- Sexual violence and sexual harassment and response to 'upskirting'.*
- *Physical intervention/positive handling.*
- *Register of Pupil Attendance.*
- *School Access Policy.*
- *School Behaviour.*
- *Knife Crime Guidance 2021*
- *Relationships, Sex and Health Education (KCSiE paragraphs 130 and 131).*
- *Mental and Physical Health (KCSiE 2022 paragraphs 20, 45 to 47, 164, 170, 170 to 180).*
- *Special Educational Needs.*
- *CRB - Use of Reasonable Force Policy/ Guidance.*
- *Staff Behaviour (Code of Conduct policy).*
- *Staff Discipline Conduct and Grievance (procedures for addressing).*
- *School information published on a website.*
- *Visitors and VIP Policy.*
- *Whistle Blowing Policy.*
- *Guidance for NSPCC helpline and usage (KCSiE 2022 paragraph 77; when to call the police guidance from the NSPCC).*

Any disclosures or incidents involving sexual violence and child sexual harassment will be reported immediately to a DSL. A range of training has been organised for DSLs to support them for when an incident ofthis nature is reported. We also use the Stop It Now document, which helps protect children harm, clarifying appropriate sexual development of children from 5-11.

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff in ourschool consider, at all times, what is in the best interests of children.

All staff within our school are particularly important as they are in a position to identify concerns early andprovide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by following the procedures that are place on a daily basis.

All staff contribute to enabling a safe environment both in and when out of schools on trips or extended learning opportunities. Risk assessments are carried out for all out of school events.

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

Partnerships with families and the community supports proactive engagement with families, outside agencies,and the wider community to promote consistent support for children's health and wellbeing

Parents/ carers are encouraged to come into school to seek support or advice. This can be arranged by appointment with a member of staff through the school office. Children and social workers meetings will takeplace during the school day where required and DSLs will work with social care and safeguarding partners toensure children subject to child protection, child in need and LAC plans are kept safe, and the child's needs are met. Support for parents/carers will be available on the school website, through newsletters and will also be signposted during meetings.

Safeguarding Training

All our staff are aware of systems within *Stanstead Nursery and Primary School* and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and therole of the Designated Safeguarding Lead and Keeping Children Safe in Education 2022.

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

All our staff receive safeguarding and child protection training. In addition, to this training all staff membersreceive child protection and safeguarding updates when required, but at least annually.
All our staff receive safeguarding and child protection training which is updated every three years. Inaddition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually during INSET training, led by the DSLs or external agencies such as TET team where appropriate.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

Through annual staff safeguarding training, all staff understand their role and the opportunities available,including any partnership work especially with social care and the local arrangements put in place by
All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staffwill maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

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

To achieve this, they will:
- Establish and maintain an environment where children feel secure, are encouragedto talk and are listened to.
- Ensure children know that there are adults in the school who they can approach ifthey are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they needto assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL assoon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significantharm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2022.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who hasunexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefitfrom early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, Code of Conduct, proceduresrelating to the safeguarding response for children who go missing from education and the role of the DSL.
- Work in partnership with early intervention agencies.

Senior Leadership/Management Team responsibilities:
- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018(updated December 2020) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, andthrough access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children's Social Care, support their assessment and planning processes including theschool's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body/multi academy trust such as training of staff andvolunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staffregardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2022 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteersand contractors in Sections One and Two.

LOW LEVEL CONCERNS ABOUT STAFF BEHAVIOUR

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors

At our school we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in theschool should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors or CEO who can be contacted by *e-mail*.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should bereported to the headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher/principal has to decide whether the concern is an allegation or low-level concern. The term'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does notmeet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or; 29
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm tochildren; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children(also includes behaviour outside the school).

(*Person could be anyone working in the school, including supply teachers, volunteers and

contractors.)Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local proceduresto establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carriedout, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside ofwork. Example behaviours 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.

At our school we:

- ensure their staff are clear about what appropriate behaviour is, and are confident in distinguishingexpected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns with the designated safeguarding lead (ora deputy);
- address unprofessional behaviour and supporting the individual to correct it at an early stage;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised;
- help identify any weakness in the school's safeguarding system.

If the concern has been raised via a third party, the headteacher/principal should collect as much evidence aspossible by speaking:
- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves ina situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:
- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least untilthe individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviourcan be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabledthe behaviour to occur. This might mean that policies or processes could be revised or extra training deliveredto minimise the risk of it happening again.

Teachers (including NQTs) and Headteachers – Professional Duty

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

The Children and Social Work Act of 2017, places responsibilities for Designated Teachers to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England andWales.
Children who meet the above criteria receive the support from our designated teacher at Stanstead School, this is currently our SENDCo Sheila Hayes. A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The DesignatedTeacher will work with the Virtual School Co-ordinator to ensure that the progress of the child is supported.

Designated Safeguarding Lead

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

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

At Stanstead we have a senior DSL, A deputy DSL and 1 additional DSL. All DSLs have received appropriate training and are kept up to date with school specific cases and issues by the senior DSL.

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, orabuse, harm or bullying or sexual harm or harassment has occurred.
- Hold weekly meetings with the safeguarding team to discuss children who have current safeguardingconcerns.

Work with others

- Liaise with the headteacher/principal (where the Senior Designated Safeguarding Lead role is notcarried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2022) and the LADO wherethere are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about astaff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaisingwith other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do soand to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to SafeguardChildren 2018 (updated December 2020) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and governing body are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training

All DSL's are invited to the termly DSL networks run by Nottingham City Safeguarding team. We ensure that atleast one our safeguarding team attends to ensure they stay up to date with new information, feeding this back to the wider team. Regular communication including weekly DSL meetings and staff safeguarding briefingupdates are put in place to keep up to date. The DSL team have regular communication with outside agencies,including social care, local health and family support services.

Undertake training
- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access toresources or any relevant refresher training.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training andmaintains a register or data base to evidence the training.
- All school staff receive annual safeguarding training at the beginning of the academic year, as well asregular safeguarding reminders and updates.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP'sPathway to Provision Version 9.1, EHAF and the Early Help Unit.
- Have a working knowledge of how the Safeguarding Children Partnership operates, the conduct of achild protection conference, and be able to attend and contribute to these effectively.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and ordisabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventingchildren from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2022 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE2022 Part Two and Annex D).
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness

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

Child Protection file

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection', 'child in need' file or 'confidential' file is transferred to the newschool or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP. CiN and LAC concerns is maintained andshared with the governing body annually.
- A record or data on the cohort of children having or have had a social worker and social careinvolvement will be maintained.
- Our *school* will maintain, keep and storing records, where a concern about a child has been identified inaccordance with statutory guidance in KCSiE 2022.

  At Stanstead, we use CPOMS to record safeguarding concerns and incidents. These are monitored by the DSL team and actioned in a timely manner. Records are transferred through CPOMS when a child leaves Stanstead; where the new school does not have CPOMS, a paper report will be downloaded from CPOMS containing all the child's safeguarding information and sent to the new school in a confidential file.

Availability

- During term time the Senior Designated Safeguarding Lead or Deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours'activities in line with the guidance contained in DfE KCSiE 2022 Part Two and Annex C.
- Out of term time the Headteacher / Senior DSL ensures that they are able to access their email / CPOMS alerts so that they can respond in a timely manner to any concerns raised or requests for information from children's social care etc. Where the Senior DSL will not be available then another member of the school or Flying High Trust safeguarding team will take on this role. • All out of school activities / events, e.g educational visits / residentials, are fully risk assessed prior to them taking placeand appropriate arrangements identified. These are determined on a case by case basis and includedin all risk assessments prior to the event taking place. At Stanstead all after school clubs run by external providers take place while school staff are still on site. Providers are asked to ensure that anysafeguarding concerns are passed on to school so our safeguarding procedures can be followed as appropriate. Where an external provider is responsible and no member of Stanstead is on school site–
  e.g our breakfast and after school club provider, responsibility for safeguarding lies with them once wehave seen their safeguarding policy and checks.

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the *governing body* (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.
- The school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Child Protection Policy; the Code of Conduct.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2022.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2022. If the allegation is against the Headteacher/Principal, then the Chair of the Governing Body will manage the allegation.
- Safeguarding procedures are reviewed and audited each year by a member of the Flying High Trust Central Team.

Governing Body and Multi- Academy Trust

We recognise our Governing body and Flying High Trust has a strategic leadership responsibility for our *school's* safeguarding arrangements and <u>must</u> ensure they comply with their duties under legislation and <u>must</u> have regarding to KCSiE 2022, ensuring policies, procedures and training in our school are effective and comply with the law at all times.
The governing body and Flying High Trust will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018, updated December 2020) as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for <u>appropriate</u> action to be taken in a <u>timely</u> manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2022 from paragraph 114 to 122, 389 to 379, 475 and page 155, the additional clarification about GPDR and withholding information. *Including guidance/procedures put in place by our school*.
- Ensuring cooperation with the local authority and other safeguarding partners.

- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibilityfor child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2022 Part One and or Annex A as a minimum and ensure that there are mechanisms in place to assist staffto understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is <u>collectively responsible</u> for the school's safeguardingarrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus ontheir strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should anyallegations be made against the Headteacher.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including theheadteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2022 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school'sarrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinaryfunctions in respect of dealing with a complaint KCSiE 2022 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process forsharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO.)
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or otherappropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing infuture.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexualharassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources tomanage actions and support for those involved.
- Be alert and respond to harmful online challenges and hoaxes, including providing information andadvice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactivepractice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and childrenare taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protectionpolicy.
- When the schools premises are used for non-school/college activities the Governing body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head teacher. This will apply regardless of whether or not children who attend the provision are on the school or college roll.(KCSiE 2022 paragraphs 165 to 166).

- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks andensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children andchildren with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available toact decisively upon them.

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

- A teacher is appointed who has responsibility for promoting the educational achievement of childrenwho are looked after. They have the appropriate training. The Designated Teacher will work with theVirtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with theDesignated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- We also recognise those children who were previously Looked-After potentially remain vulnerable andall staff will be informed of the importance of maintaining support for them through our school. As a school, we will continue to recognise the importance of working with agencies and take prompt actionswhere necessary to safeguard these children, who may remain vulnerable.

Children with Special Educational Needs

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

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

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

At Stanstead Nursery and Primary School we provide extra pastoral support and attention for children with SEND, along with ensuring any appropriate support for communication is in place, for example ensuring that they have the support of a named teaching assistant who spends time talking to them and addressing any pastoral needs, offering reassurance and ensuring they have the language to discuss emotions and feelings; prioritie them for work with our ELSA team; ensure that our RSHE curriculum is adapted to ensure that they understand the age appropriate content – this may include delivering the sessions on a 1-1 or small group basis rather than with the whole class

• All of our policies, such as behaviour, intimate care, managing medical needs, first aid and physical interventionconsider the needs of our children with SEND.

• All children who require additional personal care, medication or physical intervention have an individual risk assessment or plan which is written in conjunction with staff, SENDco and parents.

Taking action where concerns are identified

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

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

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

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

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

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

Confidentiality

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

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

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

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

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

Information Sharing

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

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

- *DfE KCSiE 2022 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.*
- *HM Working Together to Safeguard Children 2018 Paragraph 23 to 27 and on pages 20 and 21.*
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation(GPDR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*

Records and Monitoring (KCSiE 2022 paragraphs 68 to 70, Part Four, Part Five, Annex C)

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

At no time should an individual teacher/member of staff or school be asked to or consider taking photographicevidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member

being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

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

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

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a red C in the top right-hand corner to denote a separate fileexists. The school also used CPOMS, which is an electronic safeguarding system. It remains the Snr safeguarding leads responsibility to ensure all staff members have access to the system and the appropriate training that will enable them appropriate record keeping. The DSL team are alerted to all submissions via CPOMS and monitor this daily, taking timely action and documenting actions as appropriate.

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

Why recording is important

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

Our school Uses CPOMs to record all concerns. Where there are historic paper concern files these are kept securely locked in the headteachers office.

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

The Child Protection (CP), Child in Need (CiN) or Confidential file
(KCSiE 2022 paragraphs 13-14,47, 53, 68, 76,81, 94, 98,101 137, 170 to 198 and Annex C).

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

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

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

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

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

The school will keep electronic records of concerns about children even where there is no need to refer thematter to MASH/Children's Social Care (or similar) immediately, but these records will be kept within the separate concerns file.
Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead, to evidenceand support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

At Stanstead, our CPOMS system is set up to allow all teachers, teaching assistants and office staff to record incidents and concerns directly however they do not have the permissions search or view children's files. The system is set up on a need to know basis, relevant staff are alerted to incidents orconcerns so that they can read them. DSLs are automatically alerted to all recorded incidents / concerns/ actions. Only the DSLs have access to the full system including viewing children's full chronology. Due to the sensitivity of the information stored, two factor authentication is set up to enable DSLs to have additional levels of security when logging into the system.

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

Transfer of child's child protection file, child in need, LAC, or confidential file (statutoryrequirement):

Our school will adopt the file transfer guidance contained in KCSiE 2022 and ensure when a child movesschool/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school.
For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2022 Should a child subject tosocial care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is <u>transferred within 5</u> days as required by KCSIE 2022 page 163 and 164.

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

In accordance with KCSiE 2022 we will maintain information on cohorts of children who have been open tosocial care, have had a social worker or who are closed to social care and may have returned to the familyhome. This information will only be considered for sharing 'if appropriate' with the new school or

provider in

advance of the child leaving to allow for the new school to continue supporting the children who have had asocial worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.
(KCSIE 2022 page 163 and Annex C).

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

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

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

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

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

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

Educating Young People – Opportunities to teach safeguarding
(KCSiE 2022 paragraphs 128 to 134, Annex A & Annex C Online Safety page 134 to 147).

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

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

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

We will carefully consider mobile phone use and how this is managed in school and ensure it is reflected in ourAcceptable Use Policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

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

Our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school.

Helplines and reporting

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

The following appendices are a part of this policy

Appendices

Appendix 1	**Stanstead Safeguarding Flowchart – What to di if you are worried about a child**
Appendix 2	**Case record template for chronology form for paper files**
Appendix 3	**Logging a Safeguarding concern using C Pomms**
Appendix 4	**Guidance and body map templates**
Appendix 5	**Child on Child Abuse Policy**

Appendix 1

Stanstead Nursery and Primary School

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Designated Safeguarding Lead(s):

Tanya Smith HT
Rachel Carter AHT
Will Smee ELSA

Link Governor:

Judith Robinson

Concern logged on CPOMS or written on concern form

↓

Ensure concern/form is reported to DSL

↓

Designated Safeguarding Lead reviews concern and makes a decision about next steps

---

The local authority Designated Officer for concerns about adults is:

Claire Maclean LADO
0115 8764749

Claire.maclean@nottinghamcity.gov.uk

Decision made to monitor the concern.

Monitor
↓

Class teacher asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale

---

Decision made to discuss the concern informally with the parents/carers

Discuss
↓

Once discussed with parents Designated Safeguarding Lead decides to discuss with parents, monitor or refer to social care

Monitor ← **Refer** →

Record
↓

Designated Safeguarding Lead keeps actions taken updated and under review using CPOMS,

---

Decision made to refer the concern to social care

Refer
↓

Designated Safeguarding Lead discusses decision with a senior teacher or the head and agree to refer to social care

---

In exceptional circumstances, anyone may report concerns directly to children's social care.

NSPCC Whistleblowing Helpline 0800 028 0285

Out of hours – Emergency Duty Team 0300 4564546

Contact Details
Social Care Referrals:
City Duty
0115 876 4800
MASH (County pupils)
0300 500 80 90

Prevent/Channel Referrals
Channel 020 734 07264/
Police 101
John Evans
0115 9774774

Appendix 2

Case Record/Chronology   # CONFIDENTIAL

Sheet Number:

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

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

Appendix 3

Logging a concern about a child's safety and welfare

Student	Begin typing a student's name ▾
Incident	
Categories	☐ Attainment ☐ Attendance ☐ Behaviour ☐ Behaviour Related Log ☐ Bullying ☐ Bullying/ Friendship Related Issues ☐ Cause for Concern ☐ Child Contact ☐ Child Protection ☐ Children in Need ☐ Communication ☐ Contact with External Agency ☐ Governors ☐ Home Issues/ Parenting Issues ☐ Late being picked up ☐ Medical ☐ Medical Issues ☐ No breakfast ☐ Parental Contact ☐ Prevent ☐ Priority Families ☐ Racism ☐ Safeguarding ☐ school uniform ☐ SEMH ☐ SEN ☐ SEND ☐ Staff concern ☐ Team Teach Incident ☐ Verbal & Aggressive Incidents
Linked student(s)	Begin typing a student's name ▾ Type a student's name to link them to this incident.
Maps	
Date/Time	01/09/2022 11:30
Status	Active ▾
Assign to	Begin typing a staff member's name ▾
Files	Click to browse or drag a file to upload
Alert Staff Members	Begin typing a staff member's name ▾ DSL Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.
Agency Involved	
Add to planner	☐
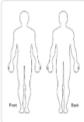
Submit Incident

Appendix 4

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record

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

BODYMAP

**(This must be completed at time of observation)**

Names for Child: ....

Date of Birth: ....

Name of Worker: ....

Agency: ....

Date and time of observation: ....
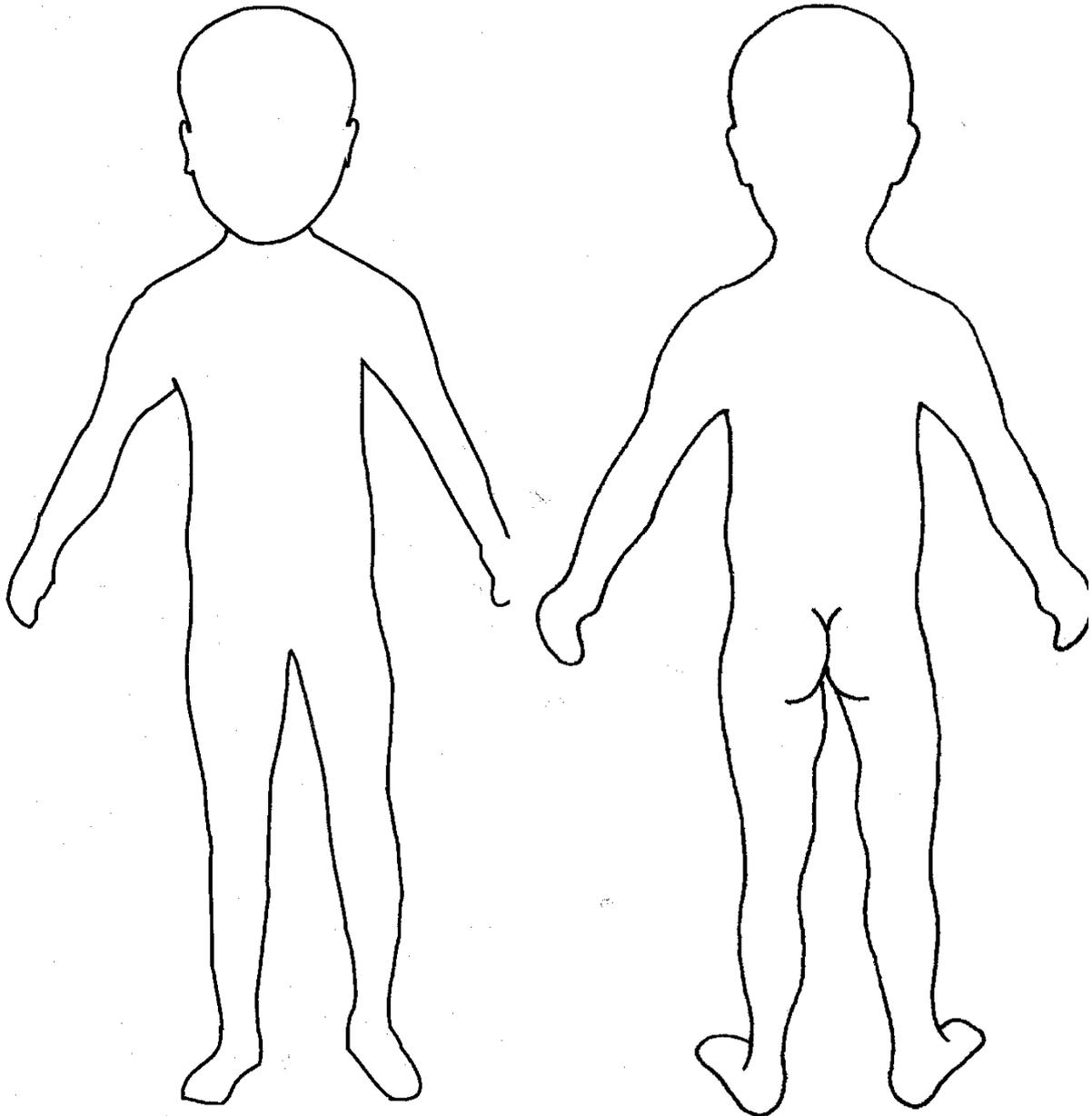
Name of Child: ---

Date of observation: ----------------------------
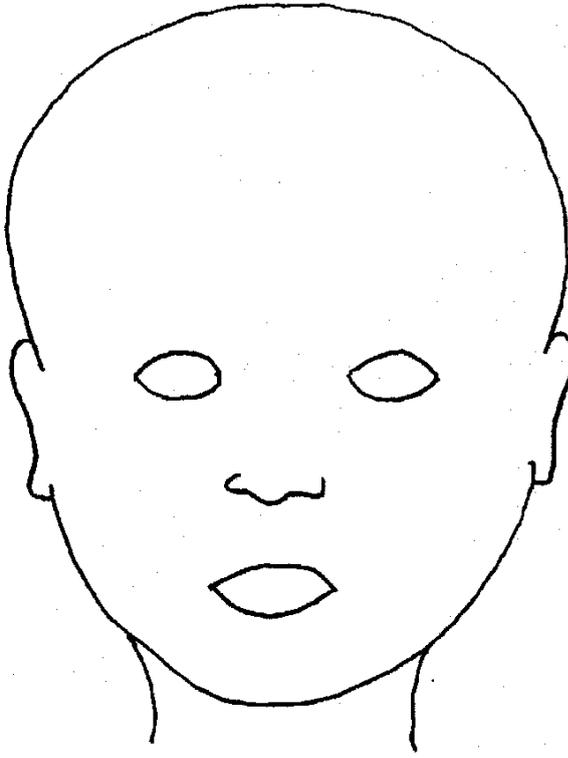
FRONT
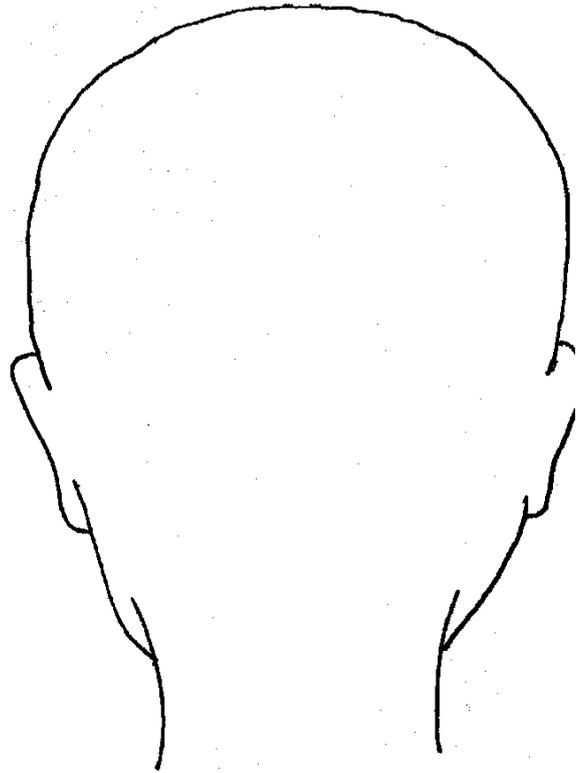
BACK
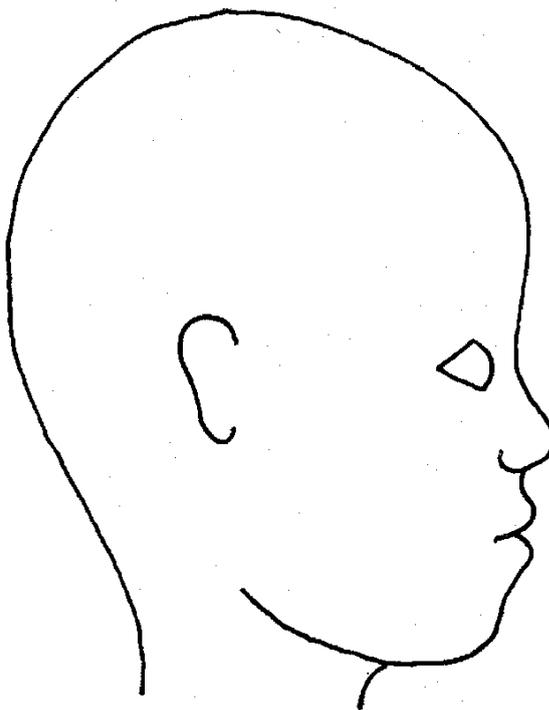
RIGHT
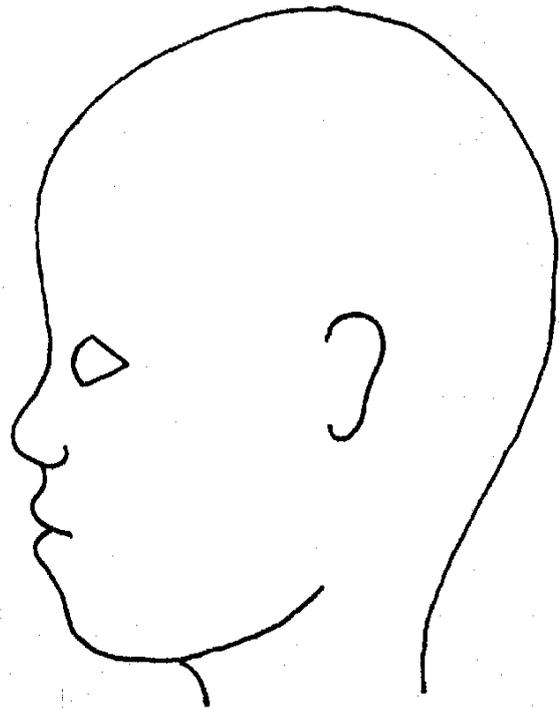
LEFT

Name of Child: ------------------------------

Date of observation: ----------------------------

R

L

BACK

R

L
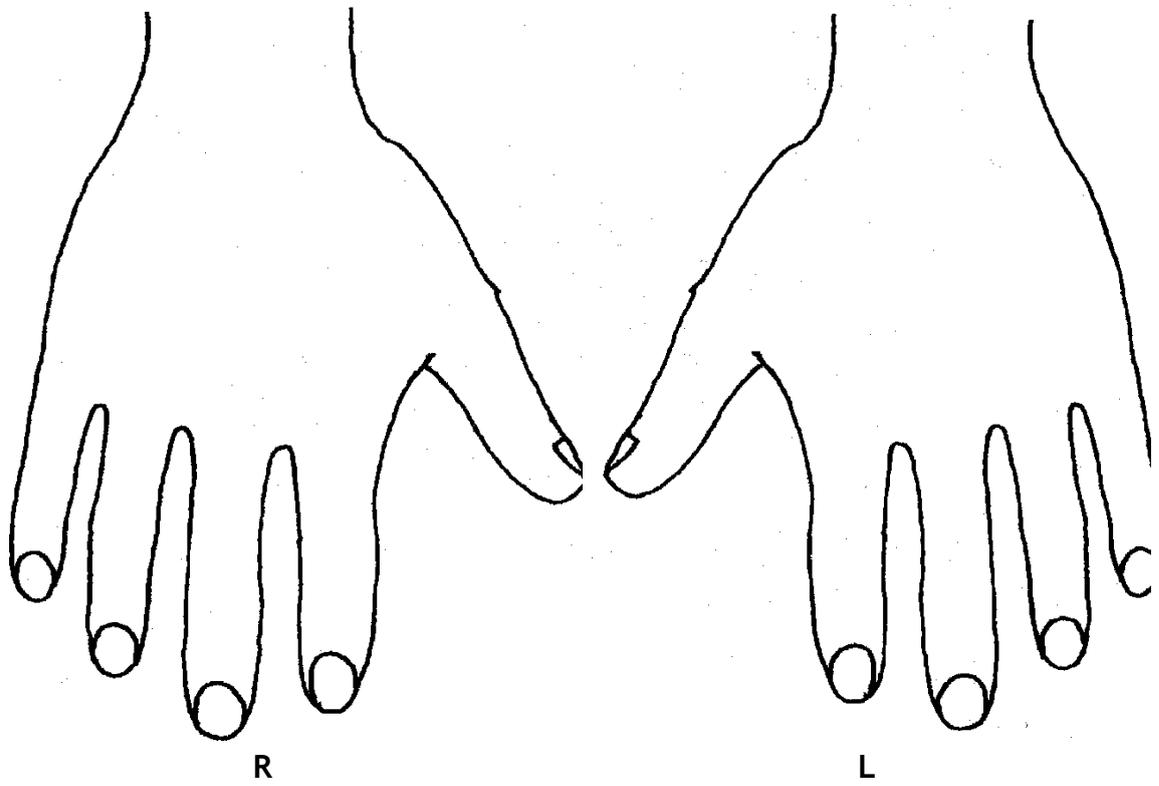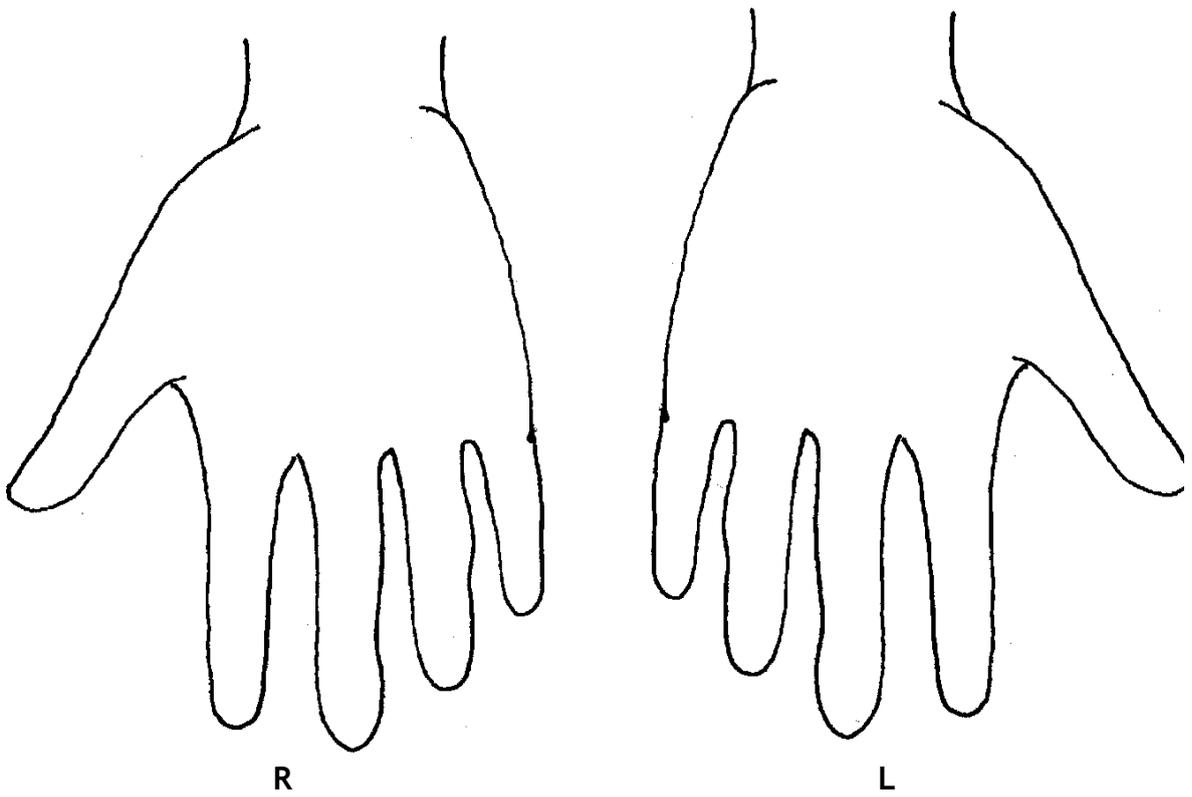
PALM

Name of
Child: ....

Date of
observation: ....
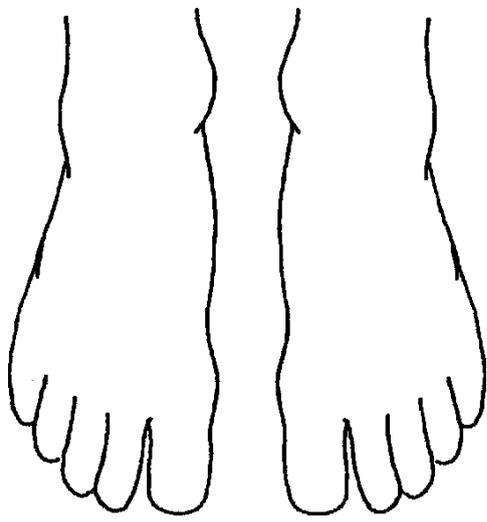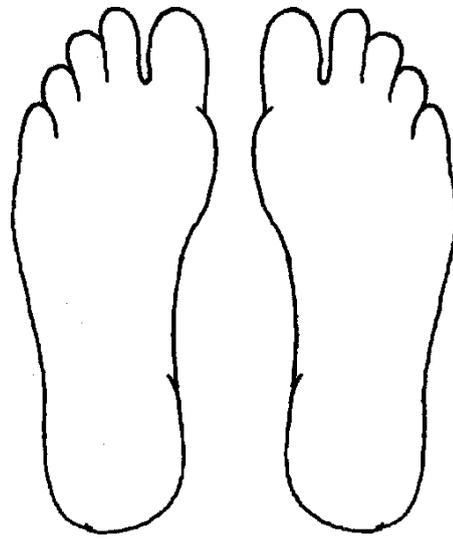
R   TOP   L   R   BOTTOM   L
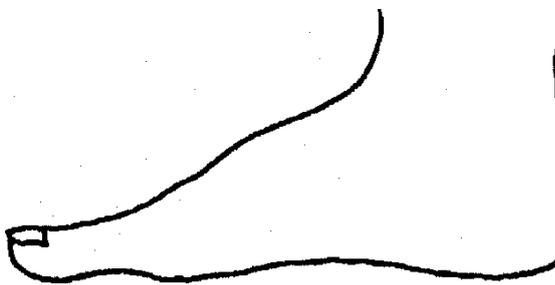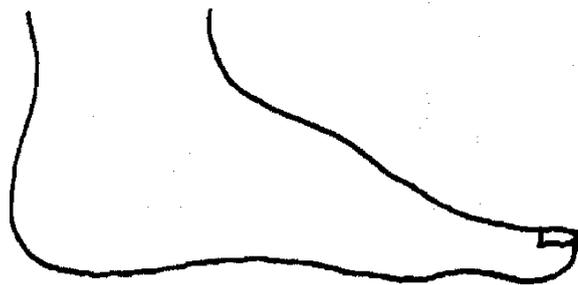
R   L

INNER
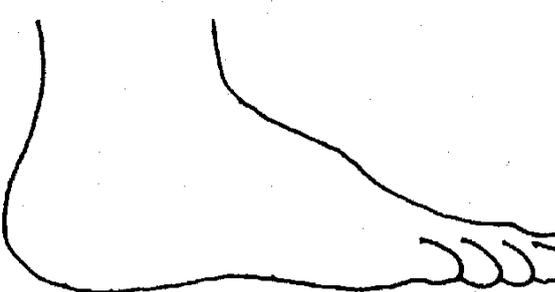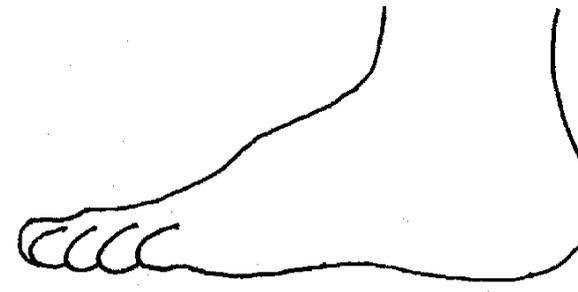
R   L

OUTER

Printed Name and
Signature of
worker:

Date:

.... Time: ....

Role of Worker ....

Other information: ....

Stanstead Nursery and Primary School

STANSTEAD PRIMARY SCHOOL

Flying High Trust Partnership

Child on Child Abuse Policy

September 2022
To be reviewed September 2023

Introduction

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

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

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2022) and was formulated in consultation with the whole school community with input from: staff and Governors. This policy is available:

- Online on the school website
- From the school office

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

Aims

The policy will: -

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

Understanding child on child abuse

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

The Context

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

Roles and Responsibilities

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

The Head teacher, has overall responsibility for the policy and its implementation and liaisingwith the Governing body, parents/carers, LA (Local Authority), and outside agencies.

Safeguarding is the responsibility of all however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Leads (DSL) and their Deputies in our school are: Tanya Smith – headteacher

      Rachel Carter – Assistant Headteacher

      Will Smee - ELSA

The nominated Governor with responsibility for child-on-child abuse is Judith Robinson

Definitions

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

- Bullying (including cyberbullying, prejudiced-based and discriminatory bullying)
- Abuse in intimate personal relationships between children, (sometimes known as'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwisecausing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this mayinclude an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with athird party
- Consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing withouttheir permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse, or humiliation used as a way of initiating a person into a groupand may also include an online element). This may also be an indicator of wider exploitation such as Child Sexual Exploitation (CSE) and/or Child Criminal Exploitation (CCE) and/or County Lines.

Recognising

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

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

Vulnerable groups

We recognise that all children can be at risk however we acknowledge that some groups aremore 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 haveother protected characteristics under the Equalities Act 2010.

Whist research tells is us girls are more frequently identified as being abused by their peersand, 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. Werecognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways.

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

Reporting and Responding

At Stanstead Primary we want children, parents/carers, staff, and visitors to confidently report abuse, knowing their concerns will be treated seriously. We recognise that our school's initial response to a report of child-on-child abuse is incredibly important - how we respond to a report can encourage or undermine the confidence of future victims to report orcome forward. As a school we will also respond to reports of alleged child-on-child abuse that have occurred online or outside of school. These reports will be treated seriously, and the school remains committed to supporting and safeguarding all parties including the victim,alleged perpetrator, and any other child(ren) who may be affected. We will make decisions on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking the leading role and using their professional judgement, supported by other agencies, such as the Local Authority, Children's Social Care, and the Police as appropriate.We will ensure that we reference and follow other school policies and procedures as appropriate.

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

Children (including bystanders)

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

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

The member of staff will listen to the child and make an initial note of their concerns, they willthen discuss next steps with them and reassure them that they will be supported. In line withthe statutory guidance provided in Keeping Children Safe in Education 2022, we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. The member of staff will make a formal record of the concern/report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in classrooms and near the communal ELSA/Safeguarding display where the child can put their name/a brief note about their concerns/draw a picture of their concern

– these worry boxes are introduced to the children at the start of the year and children are reminded of them regularly. These concerns will be followed-up/responded to by the school'sDesignated Safeguarding Lead or Deputy.

Parents/carers

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

In line with the statutory guidance provided in [Keeping Children Safe in Education 2022 Part5](#), we will seek advice and support from other services as decided on a case-by-case basis. All decisions and actions taken by the school will consider the needs of the individual children involved, and the wider school community.

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

We ask that parents/carers to come directly to the school with their concerns rather than discussing them with other members of the school community in person or online. Our school remains committed to supporting pupils and their families in all instances of child-on-child abuse. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations) and ongoing investigations by statutory services. This may mean, at times, that we are not able to provide or share information or updates. If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Staff

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

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

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about child-on-child abuse that they have witnessed, or have been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person on the day of their visit. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the concerns on the school's recording system (CPOMs) and other relevant staff members will be alerted. The

Designated Safeguarding Lead/Deputy will seek advice from Statutory Services if the reportis deemed urgent or if a child is considered at risk.

Responding to Alleged Incidents of sexual violence and sexual harassment
All reports of child on child abuse will be made on a case by case basis with the designatedsafeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

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

Risk Assessment
When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment. Where there has been a reportof sexual harassment, the need for a risk assessment should be considered on a case-by- case basis.
The risk and needs' assessment should consider:
• The victim, especially their protection and support;
• The alleged perpetrator; and
• All the other children (and, if appropriate, adult students and staff) at the school or college,especially any actions that are appropriate to protect them;
 Risk assessments will be recorded on CPOMs and be kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

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

Follow up Actions
Children sharing a classroom:
Whilst the school establishes the facts of the case and starts the process of liaising withchildren's social care and the police:
• The perpetrator will be removed from any classes they share with the victim.
• We will consider how best to keep the victim and alleged perpetrator a reasonable distanceapart on school or college premises and on transport to and from the school or college.

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

Options to manage the report

Manage internally
In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded by the designated safeguarding leads and stored on CPOM's.
In line with the above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address nonviolent harmful sexual behaviour and may prevent escalation of sexual violence. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police
Any report to the police will generally be made through the MASH as above. The designated safeguarding lead (and their deputies) will follow local processes for referrals. Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police.
Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.
Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us.
Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

The end of the criminal process
If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children.
We will consider any suitable action following our behaviour policy.
If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.
Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online).
Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary.

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

Support for Children Affected by Sexual-Assault

Support for victims of sexual assault is available from a variety of agencies (see Appendix3).

We will support the victim of sexual assault to remain in school but if they are unable to doso 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 mayneed. The DSL will support this move.

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

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

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

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

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

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

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report tothe 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 theoffence did not happen or that the victim lied. The process will have affected both victim andalleged 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 theprocess (supported by parents and carers as required). Any arrangements should be keptunder review.

Physical Abuse

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

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

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

Online Behaviour

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

Recording and evaluating

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

Strategies for Prevention

Stanstead Nursery and Primary School actively seeks to raise awareness of and prevent all forms of child-on-child abuse by:
• Educating all Governors, Senior Leadership Team, staff and volunteers, pupils and parents about this issue. This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of child on child abuse, and how toprevent, identify and respond to it at least annually as part of our safeguarding training with on-going training and support throughout the year. This includes:
- o Contextual safeguarding
- o Identification and classification of specific behaviours – SVSH etc
- o Making it clear there is a **zero-tolerance approach** to child-on-child abuse (especially in relation to SVSH) that it is **never** acceptable and will not be tolerated. Ensuring it is **never** passed off as "banter," "just having a laugh," "apart of growing up" or "boys being boys."
- o Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- o Challenging physical behaviours (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking brasand lifting up skirts
- o Challenging the attitudes that underlie such abuse (both inside and outside ofthe classroom)
- o Responsibilities of the Governing body / proprietors / management committee – they must be aware of their statutory safeguarding responsibilities (effectivechild protection policy – child-on-child abuse policy)
- o Ensuring that all child-on-child abuse issues are fed back to the safeguardinglead/team so that they can spot and address any concerning trends and identify those children who may need additional support

- **Information for children** - this includes:
  - Promoting our values at all times
  - Creating an ethos and culture in which all children feel able to share their concerns openly, in a non-judgemental environment, and have them listenedto
  - All children are frequently told what to do if they witness or experience anyform of child-on-child abuse, the effect that it can have on those who experience it and the possible reasons for it
  - They are regularly informed about the school's approach to all forms of child-on-child abuse, including the school's zero-tolerance approach towards all forms of child-on-child abuse, the process for reporting their concerns of child-on-child abuse and where to go for further help, support, and advice
  - Educating all children about the nature and prevalence of child-on-child abusevia a well embedded RSHE curriculum, PSHE curriculum, computing curriculum and wider curriculum
  - Challenging the attitudes that underlie such abuse (both inside and outside ofthe classroom)

- **Information for parents/carers** – this includes:
  - Talking to parents, both in groups and one-to-one
  - Providing opportunities for parents to be involved in the review of schoolpolicies and lesson plans;
  - Regularly sharing information on safeguarding and policies via newsletters,class Dojo and information events
  - Challenging the attitudes that underlie child-on-child abuse – in school and/orthe wider community
  - Ensuring parents /carers are aware of the ethos and culture of the school orcollege

- **RHE (Relationships and Health Education) / curriculum** -
  - The school has a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life, which is supported by aplanned programme of evidence based RSHE curriculum
  - Our RSHE/PSHE programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering children withSEND (Special Educational Needs and Disabilities) and/or other vulnerabilities)
  - We will, through our RHE/RSHE/PSHE programme promote:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Equality and raise awareness of stereotyping and prejudice
    - Body confidence and self-esteem
    - How to recognise an abusive relationship, including coercive andcontrolling behaviour
    - The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, teenage relationship abuse (intimate personal relationships between children),and how to access support, and
    - What constitutes sexual harassment and sexual violence and whythese are always unacceptable

• Ensuring that all child on child abuse issues are fed back to the School's safeguarding team and reported on CPOMs so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support. This is done as a standing agenda

item for SLT meetings at which all concerns about pupils (including child on child abuseissues) are discussed];
• Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
• Working with Governors, Senior Leadership Team, staff and volunteers, pupils and parentsto address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
• Creating conditions in which our pupils can aspire to and realise safe and healthyrelationships;
• Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
• Responding to cases of peer-on-peer abuse promptly and appropriately.

Multi-agency working
The School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with, Nottinghamshire Safeguarding Children Partnership (NSCP), NottinghamMulti Agency Safeguarding Hub (MASH), children's social care, and/or other relevant agencies, and other schools.
 The relationships the School has built with these partners are essential to ensuring that theSchool 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 thatoperate in its local area, as well as the preventative and support services which exist;
 (b) To ensure that our pupils can access the range of services and support they needquickly;
(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 thesebeing experienced by our pupils.
The School actively refers concerns or allegations of peer-on-peer abuse where necessary to Nottingham MASH or Social Care. Children resident out of city but attending a Nottinghamshire school will be reported to their home MASH or equivalent Social Care 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.

Breaches / Complaints
Breaches to this policy will be dealt with in the same way that breaches of other schoolpolicies are dealt with, as determined by the Head teacher and Governing Body.
If a parent/carer is not satisfied with our school's actions, we ask that they follow our school'scomplaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

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

Policy	How it may link
Safeguarding Policy	Includes information about child protection procedures andcontextualised safeguarding
Behaviour Policy	Includes details about the school's behaviour system including potentialsanctions for pupils
Anti-Bullying policy	Includes information about bullying behaviours and vulnerable groups
Online Safety / E-Safety /Acceptable Use Policies	Includes information about children's online behaviour and details aboutonline bullying/cyberbullying
Equality Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language andcrime and the protected characteristics
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about healthy relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are notsatisfied with the school's response

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.Date approved by the Governing Body:

Date to be reviewed: September 23

Appendix 1

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

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

https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework This is intended to be used as a guide only. Please refer to the guidance tool at https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Appendix 2
Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

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

What is a green behaviour?

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

What can you do?

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

Green behaviours

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

What is an amber behaviour?

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

What can you do?

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

Amber behaviours

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

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

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

Behaviours: age 5 to 9 and 9 to 13

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

What is a green behaviour?

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

What can you do?

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

Green behaviours 5-9

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

Green behaviours 9-13

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

What is an amber behaviour?

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

What can you do?

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

Amber behaviours 5-9

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

Amber behaviours 9-13

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

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

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

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

Red behaviours 9-13

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

Behaviours: age 13 to 17

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

What is a green behaviour?

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

What can you do?

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

Green behaviours

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

What is an amber behaviour?

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

What can you do?

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

Amber behaviours

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

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

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

Appendix 3

Further information and support can be found through the following links:
- Part 5: Child-on-child sexual violence and sexual harassment (pages 103-133) of Keeping Children Safe in Education (2022) Keeping children safe in education 2022 (publishing.service.gov.uk)
- Definitions - Keeping children safe in education 2022 (publishing.service.gov.uk)
- Simon Hackett (2010) Continuum model of sexual behaviours -
  - o Sexual development and behaviour in children | NSPCC Learning
  - o NSPCC Learning Understanding sexualised behaviour in children | NSPCC Learning

Appendix 4
Support for Young People: Local and National
• Nottinghamshire Children and Young People's Independent Sexual Violence Advisors (ChIVAs) provided by IMARA provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the bestpossible outcomes for the victim. http://www.imara.org.uk/about%20us/chisva-service/
• Child and adolescent mental health services (CAMHS) https://www.nottinghamcity.gov.uk/camhs
• Rape Crisis Centre's can provide therapeutic support for children over 13 who have experiencedsexual violence. www.nottsssvss.org.uk
• Internet Watch Foundation (to potentially remove illegal images) https://www.iwf.org.uk/

Appendix 5
Useful Publications and Websites Government Publications Sexual harassment and sexual violence
www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in- schools-and-colleges
Keeping Children safe in Education –
www.gov.uk/government/publications/keepingchildren-safe-in-education
Preventing youth violence and gang involvement
www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youthviolence Preventing and tackling bullying in schools
 www.gov.uk/government/publications/preventing-and-tackling-bullying
Other useful documents Sexting Sexting in schools and colleges-Responding to incidents and safeguarding young people
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_ data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
 Peer-on-peer abuse Farrer &Co - Peer-on-peer abuse toolkit, guidance on peer-on peer abuse policyand template peer-on-peer abuse policy
 www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf
Anti-bullying alliance There are some useful links on the section on sexual bullying:- Sexual bullying:developing effective anti-bullying practice- A guide for school staff and other professional www.antibullyingalliance.org.uk
/sites/default/files/field/attachment/Sexual%20bullying%20-%20antibullying%20guidance%20for%20teachers%20and%20other%20professionals%20-%20Feb17_1.pdf
Preventing abuse among children and young people-guidance from Stop it Now
www.stopitnow.org.uk /files/stop_booklets_childs_play_preventing_abuse_among_children _and_young_people01_14.pdfWhat
is Age appropriate?
http://www.stopitnow.org/ohc-content/what-is-age-appropriate NSPCC-Harmful sexual behaviour
https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexualbehaviour/
NCB Harmful sexual behaviour https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmfulsexual-behaviour
NSPCC –Is this sexual abuse?
 https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplinesreport-peer-sexual-abuse.pdf
Online sexual harassment Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding
 https://www.childnet.com/our-projects/project-deshame
Sexism It's Just Everywhere- a study on sexism in schools –and how we tackle it
https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf
•Relationship Education , Relationship and Sex Education HMSO
www.gov.uk/government/news/relationships-education-relationships-and-sex