Coton Green Primary School Safeguarding and Child Protection Policy 2021/2022

Document Control

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1. Introduction

1.1 Coton Green Primary School recognises that safeguarding is everyone's responsibility, and it is the duty of the school to safeguard and promote the welfare of children in all schools.

1.2 This is the core safeguarding principal of Coton Green Primary School.

1.3 Coton Green Primary School is part of The Arthur Terry Learning Partnership (ATLP), made up of up of 16 schools, six secondary schools, and 10 primary schools, covering Staffordshire, Birmingham and Coventry and Warwickshire. They serve a variety of communities all with different safeguarding needs.

1.4 The ATLP has an overarching policy that ensures Coton Green Primary School has a strong safeguarding culture across all its schools.

1.5 This policy and the procedures contained within form one of the cornerstones of Coton Green Primary School's safeguarding culture.

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

2. Our Core Principles

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

2.2 Coton Green Primary School fully understands the role it plays in safeguarding the youngest and perhaps most vulnerable members of the community and how through good multi agency working it can help protect those too young to protect themselves.
Adults who work in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

2.3 Coton Green Primary School fully understands the need to work in partnership with the local safeguarding partner The Staffordshire Children's Safeguarding Board to safeguard and promote the welfare of children.

2.4 Coton Green Primary School has regard to current legislation when carrying out duties to safeguard and promote the welfare of children. Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

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

2.5 Children includes everyone under the age of 18.

2.6 It is the role of the school to ensure that the appropriate mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in current legislation with regard to safeguarding children.

2.7 Coton Green Primary School firmly believes that:

- All children have the right to be protected from harm.
- Children need to feel safe and to be safe in our schools.
- We can contribute to the prevention of abuse including physical, sexual, emotional, neglect, bullying, extreme behaviours, discriminatory views, and risk-taking behaviour.
- Children need support that matches their individual needs, including those who may have experienced abuse.

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

- Working together to Safeguard Children Department for Education (2018) Updated December 2020
- Keeping Children Safe in Education 2021: statutory guidance for schools and colleges (DfE)
- The Staffordshire Children's Safeguarding Board
- The Procedures of the West Midlands Safeguarding Children Board
- Birmingham's Children's Trust
- The Warwickshire Children's Safeguarding Board
- The Children Act
- The Education Act 2002 s175
- Dealing with Allegations of Abuse
- Teachers Standards 2012
- Prevent Duty 2015
- FGM Duty 2016
- Guidance for safer working practice for those working with children and young people in education settings.
- Early Help Strategy
- Children Missing from Education
- Sexting in Schools and Colleges
- GDPR
- Mental Health & Behaviour in Schools
- Birmingham Criminal Exploitation and Gang Affiliation
- Early Years Foundation Stage Guidance
- Voyeurism offences act 2019

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

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

3. Overall aims:

3.1 This policy is based upon the overarching policy. of The ATLP. As a school we will follow the agreed inter- agency procedures for effective child protection put in place by our local safeguarding board. In this case the overarching policy reflects those procedures of The Staffordshire Children's Safeguarding Board

3.2 This policy will contribute to the safeguarding of students and promoting their welfare by:

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

3.3 This policy will contribute to the protection of children within Coton Green Primary School by:

- Requiring implementation of the child protection policy and procedures.
- Promoting partnership working with children, parents, and agencies.
- Securing the implementation of safer recruitment practices.

3.4 This policy will contribute to supporting children by:

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

3.5 To further support and protect children Coton Green Primary School will:

- Appoint a member of each governing body to take lead responsibility for safeguarding in each school. Our named Safeguarding Governor is Mrs E Smith
- Create an atmosphere where all our children can feel secure, valued, and listened to.
- Recognise signs and symptoms of abuse at an early stage in line with the Early Help Strategy.
- Respond quickly and effectively to cases of suspected abuse in all its forms.
- Monitor and support children at risk.
- Continue to use the curriculum to raise children's awareness, build confidence and skills.
- Work closely with parents/carers and support external agencies.
- Ensure that all adults within Coton Green Primary School who have access to children have been checked as to their suitability and are aware of children protection procedures via training.

- Continuing to support a child for whom there have been concerns, who then leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the child's new school.
- Ensure there are rigorous and robust systems at Coton Green Primary School to ensure the appropriate monitoring of the use of the internet, and offer training and education to staff, children and parents to keep them safe from potentially harmful online material.

4. Key Messages

4.1 Safeguarding and promoting the welfare of children is everyone's responsibility regardless of role or responsibility. This means they should consider, always, what is in the best interest of the child.

4.2 Child abuse happens everywhere – Notice things. Develop your 'professional curiosity'.

4.3 Be alert to the signs and indicators of abuse.

4.4 If you have concerns about a child share the concern with the Designated Safeguarding Lead (DSL), in person and at the earliest opportunity.

4.5 Do not rely on emails, memos, or voicemail.

4.6 Always consider the worst-case scenario.

4.7 We have a responsibility to report, record, monitor and support.

4.8 Know and follow the child protection procedures.

4.9 There will never be a convenient time, but you must pass your concern on.

4.10 Keep accurate records.

4.11 This policy also extends to any establishment we commission to deliver education to our students on our behalf, including alternative provision. Any commissioned agency will reflect the values, philosophy, and standards of Coton Green Primary School. Confirmation will be sought that the appropriate risk assessments are completed, and ongoing monitoring is undertaken.

5. Contextual Safeguarding (Sometimes known as Assessment of Risk outside the home)

Coton Green Primary School recognises the importance of considering the context of our school in order to fully assess and reduce the risks to our students. As such, we are aware of the risks presented to our children in their local environment. We know that children are at risk of extra familial harm including forms of exploitation, online abuse, serious youth violence and teenage relationship abuse. Data obtained from My Concern helps establish key safeguarding issues relating to each of our schools.

Senior leaders within Coton Green Primary School will use this information, plus their local knowledge to identify the risks and issues in the wider community when considering the wellbeing and safety of its pupils

At Coton Green Primary School, we are aware of:

- Domestic Abuse
- Neglect
- Peer on Peer Abuse
- County Lines
- Gang and Knife Crime
- Alcohol and substance misuse
- Adult mental health
- Child mental health
- Children as carers

6. Key processes

6.1 All staff members will receive annual safeguarding training and regular updates as appropriate to enable them to be aware of the systems within their school which support safeguarding. Key staff will undertake more specialist safeguarding training.

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

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

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

6.4 All staff **must** read 'Keeping Children Safe in Education 2021 Part One' and Annex B and sign to acknowledge they have read and understand this document along with 'Guide to Safer Working Practice'. Further support is available if required from DSLs in each school.

6.5 Additional guidance can be gained from:

Staffordshire Children's Advice and Support Service 03001118007(note new number)
Birmingham City Council Advice Line CASS- 0121 303 1888
Out of hours: 0121 675 4806
Out of hours 08456042886
Warwickshire Education Safeguarding Service 01926742525 or 01926742601
Out of hours 01926886922
West Midlands Police: 0845 113 5000
NSPCC Helpline: 0808 800 5000
NSPCC Whistle blowing hotline: 0800 0280285.
Counter Terrorism Unit Hotline Number – 0800 789 321

LADO: 0121 675 1669
Adult Health, Social Care (for students over 18) on 0121 303 1234

6.6 Coton Green Primary School will ensure that:

- All staff and visitors are familiar with, and have access to, this policy.
- Safeguarding training and Prevent training are provided annually, to all staff. Provision will also be made to train those starting during the year.
- Regular updates will also be given.
- All DSLs attend appropriate refresher training every 2 years.
- Regular supervision will be offered within the school to those with a Child Protection case load
- They take advantage of opportunities provided across the Partnership for DSLs to meet, share good practice, and offer support to each other.

- All staff are alert to the different types of abuse, signs and indicators of abuse and receive regular training to support their understanding of what constitutes abuse and the process for reporting concerns. Details can be found within the appendices.
- We have a series of named DSLs, who are appropriately trained and undertake additional training. Our Lead DSL is Mr R Osborne. Our Deputy DSL is Mrs Pursehouse Details of our other DSL's can be found in Appendix One Protecting Children from Significant harm
- Our DSL's have a job description in line with Annex C of KCSiE 2021
- All staff are made aware that abuse, neglect, and safeguarding issues are complex and can overlap with one another and rarely stand alone.
- All staff and visitors are alerted to the correct procedure to enable them to deal with a disclosure in line with the guidance which can be found in the appendices.
- All staff follow the procedures for Safer Recruitment with both staff and volunteers.
- All trustees/governors are subjected to an enhanced DBS check and are checked against the Teaching Regulations Agency Barred list (Section 128 check).

6.7 The Headteacher, Mr R Osborne is also the lead DSL, he will be responsible for co-ordinating all child protection activities. This may include case monitoring and case review. Appropriate records must be kept and recorded in case files.

6.8 Coton Green Primary School will ensure that all data about children and their families is handled in accordance with the requirements of the law, and any national and local guidance.
Coton Green Primary School is aware of the changes to Working Together 2020 with specific reference to sharing information and the paragraph on P 106 that states: "You do not need consent to share personal information provided there is a lawful basis to do so".

6.9 Any member of staff who has access to sensitive information about a child or the child's family will take all reasonable steps to ensure that such information is only disclosed to those people who need to know in accordance with the ATLP GDPR Policy. Staff will understand that concerns around not sharing data should not come before safeguarding a child and that the Data Protection Act 2018 and GDPR do not prevent the sharing or the withholding of information.

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

6.10 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or may be at risk of harm, their duty is to forward this information without delay to the designated person for child protection or a child protection liaison officer, in person.

6.11 For additional guidance refer to "Information Sharing: Guidance for Practitioners and managers" (Department for Children, Schools and Families Publications). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

6.12 The nominated governor, Mrs E Smith will liaise with the headteacher Mr R Osborne who is the LDSL, to support effective safeguarding in their school and will feedback to the Local Governing Body where appropriate.

6.13 All Governors must read Part Two the Management of Safeguarding Keeping Children Safe in Education 2021

6.14 The Trust Board will ensure that Coton Green Primary School:

- Has procedures in place in accordance with the procedures of The Staffordshire Children's Safeguarding Board
- Operate, "safer recruitment" procedures and ensure appropriate checks are carried out on all new staff and relevant volunteers.
- Pay special attention to volunteers, including those under the age of 18, and ensure that they are safeguarded and receive appropriate safeguarding training.
- Ensure the headteacher and all other staff who work with children undertake training annually and receive regular updates throughout the year.
- Ensure that temporary/supply staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities and are appropriately trained.
- Ensure the Annual 175 Safeguarding Audit as required by the Local Authority is completed, draw up and implement an action plan to address any areas for development that is presented to and reviewed by the governing body.
- Recognise the stressful and traumatic nature of safeguarding and child protection work and will provide opportunities for staff to talk through their anxiety via supervision.
- Remedy any deficiencies or weakness brought to its attention without delay whether this be via the audit or feedback from other agencies.
- Have procedures for dealing with allegations of abuse and low-level concerns, against staff / volunteers, and that these procedures are known by all staff.
- Have an appropriate senior member of staff from the leadership team who is the nominated DSL. The DSL will take lead responsibility for safeguarding and child protection and will be explicit in the role-holders job description. The Lead DSL is Mr R Osborne

6.15 Coton Green Primary School has chosen to have a number of deputy DSLs. Details can be found in Appendix One. All deputies will be trained to the same standard as the DSL. However, whilst the activity of the DSL can be delegated to an appropriately trained deputy, the ultimate lead responsibility will remain with the DSL.

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

6.17 The DSL and any deputies will undergo training to provide them with the knowledge and skills to carry out their role. This training should be updated every two years. In addition to this formal training, other opportunities (DSL networks & courses), should be made available at regular intervals but at least annually.
Coton Green Primary School will appoint a designated teacher for looked after and previously looked after children who will promote the educational achievement of these children, be appropriately trained, and have the necessary experience to fulfil this role. The designated person will also work alongside the Local Authority to support young people who cease to be looked after and become care leavers. The DLAT for our school is Richard Osborne.

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

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

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

7. Our role in preventing abuse.

7.1 Coton Green Primary School pays full regard to Keeping Children Safe in Education 2021
These include arrangements regarding Safer Recruitment. At least one member of staff on the interview panel/recruitment process for volunteers will have undertaken the Safer Recruitment Training. All recruitment materials will include specific reference to our commitment to safeguarding and promoting the wellbeing of all its pupils.

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

7.3 Coton Green Primary School will also focus on online safety as part of our broad and balanced curriculum. Further details are to be found in Acceptable use of Technology Policy, including the mobile phone policy. This will include reference to

the 4 C's (Content, Contact Conduct and Commerce). When children use our school's network to access the internet they are protected from inappropriate content by our filtering and monitoring systems. This includes the use of Smoothwall.

7.4 Relationship and Sex Education has been included in our school curriculum from September 2021. Our children will be taught how to recognise when they are at risk and what to do about this.

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

Our DSL's will work closely with Curriculum leaders including the PSHE Lead.

7.6 Additional guidance to support those responsible for governance to help keep children safe online is provided in Annex D of KCSiE 2021.

7.7 Coton Green Primary School is aware, following the Government published Counter Terrorism and Security Act 2015 known as The Prevent Duty of the specific need to safeguard children, young people and families from violent extremism and the need to ensure all members of staff are trained in this respect annually.

7.8 Definition of radicalisation and extremism, plus indicators of vulnerability in radicalisation can be found in Appendix Three. In response to this threat a nominated DSL will be the single point of contact (SPOC) who will co-ordinate any response. Our SPOC is Mr R Osborne Our DSL's will receive training about The Prevent Duty, and we will use our curriculum to ensure our children and young people understand how people with extremist views share these with others especially via the internet.

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

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

7.11 Coton Green Primary School is aware of the cross-government definition of domestic abuse to include controlling and coercive behaviour, and the adverse impact this can have on all children who may witness or be exposed to this type of abuse.

7.12 Coton Green Primary School will work together with the local Police force (Operation Encompass) to provide emotional and practical help in cases of domestic abuse.

7.13 Across Coton Green Primary School we have a zero-tolerance approach to all forms of abuse.
Additional guidance on sexting, sharing nudes and semi nudes, child sexual exploitation, child criminal exploitation, serious violent crime, gangs, county lines, cyber bullying, peer on peer abuse and other issues can be found in Appendix Two. of this document. This is also includes details on signs and symptoms of different types of abuse and links closely to the information in Part 5 of KCSiE 2021

7.14 Annex B of KCSiE 2021 also includes guidance on children and the court system, children missing from education, children with family members in prison, child sexual exploitation, child criminal exploitation: county lines, domestic abuse, including controlling and coercive behaviour and homelessness, so called honour based abuse (including FGM and forced marriage and breast ironing), preventing radicalisation, peer on peer abuse, sexual violence and sexual harassment between children in schools, what is sexual violence and sexual harassment, up skirting ,and the response to a report of sexual violence or sexual harassment.

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

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

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

7.18 Coton Green Primary School will monitor 'Children Missing from Education' and those who have 'Left School No Trace' and the inherent risk this can present. This includes the new reporting guidance when a student name is removed from the admission register under any of the 15 grounds set out in the regulations.

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

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

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

7.22 Coton Green Primary School will notify the Local Authority, BCC, of any student who is deleted from the admission register.

7.23 Coton Green Primary School will hold 2 or more emergency contact numbers for each student to support our safeguarding processes.

7.24 Coton Green Primary School pays due regard to the current legislation concerning the statutory requirement to report any suspected cases of FGM. When a member of staff suspects or discovers that an act of FGM is going to be or has seen to have been undertaken on a girl under 18, they will pay due regard to the mandatory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions. It is advised that the teacher should consider discussing the situation with the DSL and seek advice/support from the appropriate children'' safeguarding board unless they have a good reason not to, before a decision is made as to whether it is a case of FGM or not, therefore the mandatory reporting duty applies.

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

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

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

7.28 Coton Green Primary School is aware of the impact of adverse childhood experiences on children.

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

7.30 Coton Green Primary School will, when appropriate, share the lessons learned from Child Death Practice Reviews and Homicide reviews.

7.31 Coton Green Primary School will follow the new regulations regarding private fostering and the need to report such situations to Social Services A private fostering arrangement is one that is made privately for the care of a child under 16 (under 18 if

the child has a disability), by someone other than a parent or immediate family member. The Children's Act defines an immediate family member as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership). Staff should notify the DSL If they are made aware of such an arrangement. The DSL will inform the LA. On admission to school, we will take every step to verify the relationship of the adults to the child who is being registered.

7.32 Coton Green Primary School will notify BCC of any known child death.

7.33 Coton Green Primary School will adhere to the new guidance, Children Who Pose a Serious Risk to Others in School (School Safety Plan) and Keeping Children Safe in Education 2021.

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

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

7.36 Coton Green Primary School will adhere to the new guidance published by the NSPCC – When to call the police.
https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf

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

8. Responding to concerns about a child

8.1 All staff are aware of the need to report any suspected case of abuse, including any of those mentioned above, to a DSL immediately using the specified system within their school. If the DSL is not available, they should speak to the Headteacher or Senior Leader or take advice from children's social care.

8.2 Dealing with disclosures:

- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child, tell him/her you are pleased he/she is speaking to you.

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

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

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

8.4 If needs continue to be unmet, the DSL will escalate the response to ensure the unmet safeguarding needs are addressed. This may include a Think Family or Social Care response via a Request for Support seeking advice from Children's Social Services
If needs continue to become unmet and referrals are not acted upon, the Lead DSL will use the process outlined in the appropriate Escalation Policy to ensure the child's needs are met until a conclusion is achieved.

8.5 Immediately afterwards

You must not deal with this yourself.

Clear indications or disclosure of abuse must be reported to Staffordshire Children's Social Care without delay, by the DSL. These concerns must be recorded, and copies of the referral form filed in line with school procedures.

You must report concerns to the right person and in person.

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

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

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

9 Responding to concerns about a child

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

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

9.3 Coton Green Primary School will ensure child protection records are stored securely
in a central place separate from other records. Coton Green Primary School use My Concern. Files will be kept for at least the period which the child is attending the school, and beyond that, in line with current data legislation.

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

9.5 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

9.6 No information will be disclosed to a parent held on a child if this would put the child at risk of significant harm.

9.7 If a child moves from a school within Coton Green Primary School, child protection
records will be forwarded on to the DSL at the new school, with due regard to their confidential nature. Transferring schools will forward child protection records to their new destination in their entirety. Schools are permitted to keep a copy of the chronology sheets for their own records. Contact between the two schools may be

necessary. Each school will record where and to whom the records have been passed and the date.

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

10.Responding to allegations about a member of staff:

10.1 The ATLP Allegations of Abuse against Staff Policy including the information on low level concerns should be followed along with the guidance in KCSiE Part four. This includes details of recording and data storage.

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

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

10.4 The Headteacher will decide whether the concern is an allegation or a low-level concern. The term low level does not mean it is insignificant, it means the behaviour towards the child does not meet the threshold for referral to the Local Authority Designated Officer.

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

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

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

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

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

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

working practices for those working with children and young people in education settings.

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

11. Procedures

11.1 Coton Green Primary School adheres to The Staffordshire Children's Safeguarding Board. Copies of these are kept by headteachers and must be the subject of training and be available to all staff and governors.

11.2 The Headteacher has identified a DSL for child protection co-ordination in the school. The head will identify clearly who will deputise in the absence of the DSL and ensure that any such deputy is appropriately trained. Details can be found in Appendix One

11.3 The DSL will ensure the following reporting and recording procedures are maintained whether this be electronically on My Concern or similar or in paper form as detailed below and in line with the information found in KCSiE 2021:

- Incident report form (catalogued and cross referenced to the incident book).
- Incident book (hard bound, containing consecutive numbers of referral forms, name of child, name, signature, and date of person submitting the form, name, signature, and date of DSL receiving the report). Copies will be kept separate from the child's school records.
- Wherever possible My Concern will be used to record all safeguarding information.

11.4 Phone calls to Children's Social Services asking for advice will also be recorded either electronically or in the hard-bound book.

11.5 The Trust Board will receive reports on safeguarding and child protection procedures, including, the number of cases referred (without details). This function will be delegated to the local governing body for each individual school within the Partnership.

11.6 Coton Green Primary School will follow the statutory guidance in Keeping Children Safe in Education 2021 regarding safer recruitment procedures

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

12. Parents and Carers

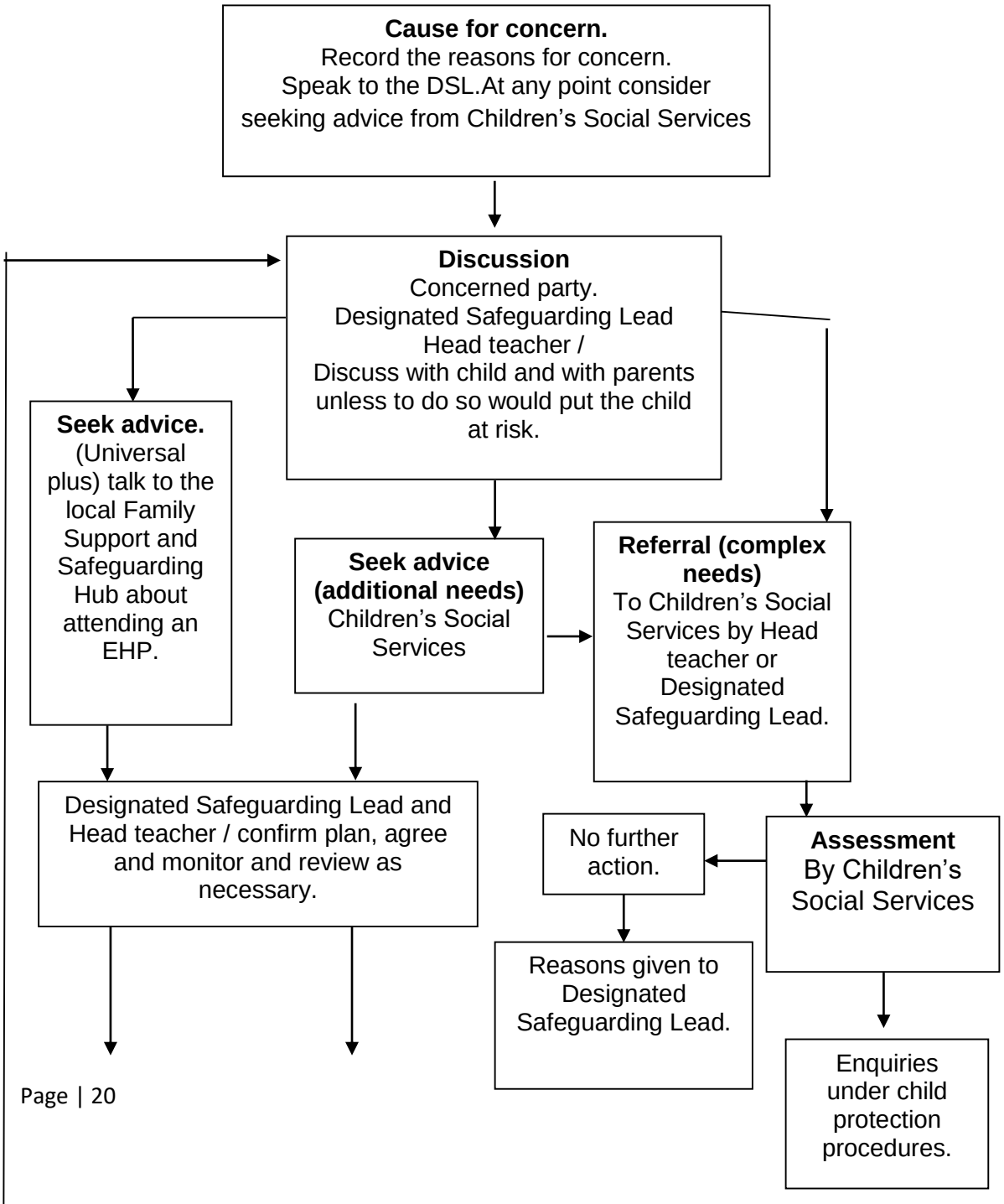
This policy will be made freely available to parents via Coton Green Primary School website. Hard copies are available upon request.

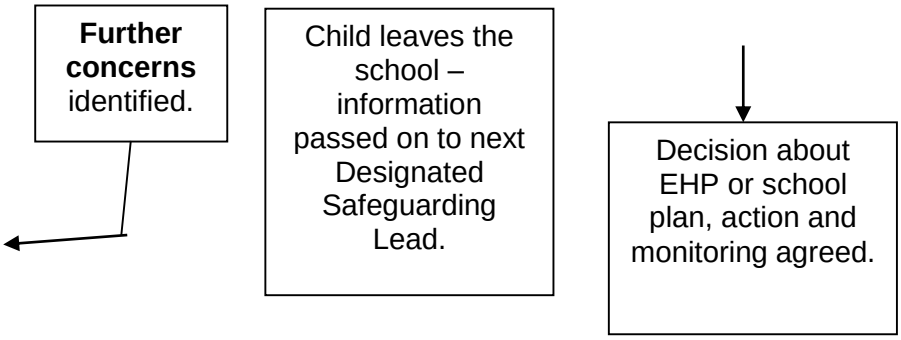
Further details can be found in of Appendix One 'Protecting Children from Significant Harm – Staff and Visitor Guidance'.

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

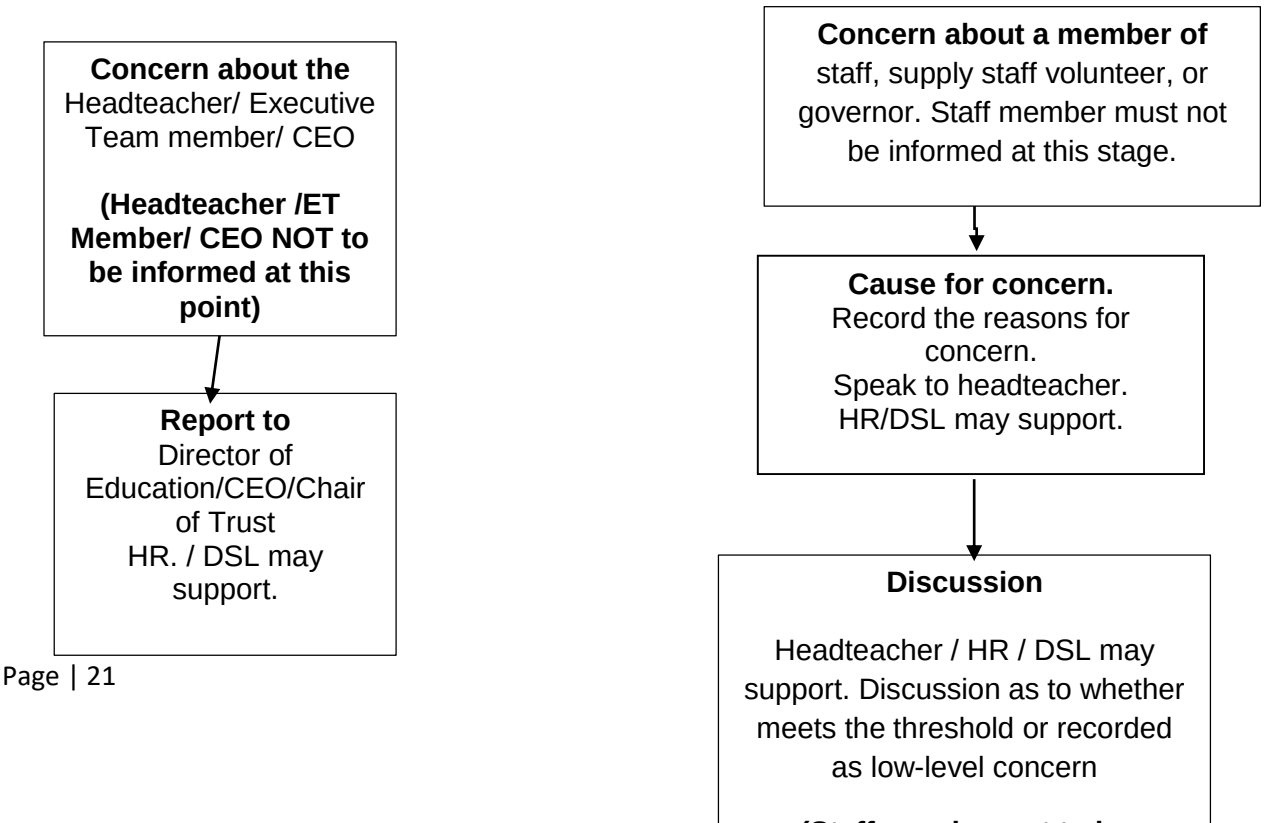
THE KEY PROCEDURES

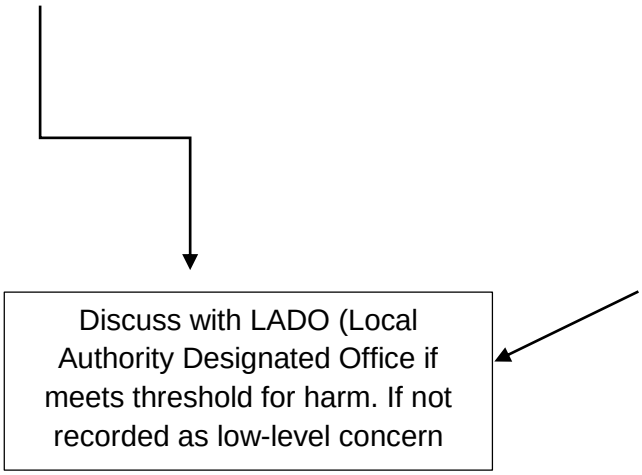
RESPONDING TO CONCERNS ABOUT A CHILD
If the child is in immediate danger phone 999





RESPONDING TO CONCERNS ABOUT A STAFF MEMBER OR HEADTEACHER/EXECUTIVE TEAM MEMBER/CEO





APPENDICES

List of Appendices

Appendix 1: Protecting Children from Significant Harm booklet (see separate attachment)

Appendix 2: Peer on peer abuse

Appendix 3 Indicators of Vulnerability to Radicalisation

Appendix 4: Key contacts for each school within Coton Green Primary School

Appendix 5 List of acronyms used within this document.

Appendix 6. Useful definitions

Appendix Two Peer on peer abuse

The purpose of this policy is to:

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

1. Our staff

ALL staff at across Coton Green Primary School will

- recognise the increasing national concern regarding this issue as highlighted in the KCSiE 2021
- are aware of the level and nature of risk that our pupils are or may be exposed to
- understand the important role that they play in the culture of vigilance

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

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

2. Our children

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

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

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

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

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

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

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

NSPCC Helpline on 0808 800 5000 or by emailing help@nspcc.org.uk.
Get Support | Childline

Across Coton Green Primary School, we will use our safeguarding curriculum to educate and inform our children and young people about peer-on-peer abuse. This will include such topics

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

3. Peer on Peer abuse - What is it?

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

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

- Bullying-emotional/physical so **repeated** behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)

- Online/Cyber bullying
- Prejudiced relating bullying
- Sexual Violence, Sexual Harassment and Sexually Harmful behaviour.
- Sexting sharing of nude or indecent (youth produced sexual imagery).
- Abuse in intimate relationships, including teenage relationship abuse
- Initiation/hazing type violence and rituals.
- Hate crime
- Child Criminal Exploitation
- Child Sexual Exploitation
- Gang association and serious violence - County Lines
- Radicalisation

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

We will record all instances of Peer-on-Peer Abuse on My Concern and inform parents /carers of such incidents.

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

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

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

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

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

- Abusive or threatening texts, emails, or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling-sending menacing or upsetting messages through social networks, chat rooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online

- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations.

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

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

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

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

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

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

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

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting

- Physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos, or drawings of a sexual nature; and
- Online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); sexualised online bullying and inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

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

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

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

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

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

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

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

Initiation/Hazing

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

Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or

sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

Hate Crime

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

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes, and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats

4. Indicators that a child may be suffering from Peer-on-Peer abuse

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

- failing to attend school, disengaging from classes, or struggling to carry out school related tasks to the standard ordinarily expected
- physical injuries
- experiencing difficulties with mental health and/or emotional wellbeing
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour including alcohol or substance misuse.
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- abusive behaviour towards others

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

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

5. Responding to a concern/incident/disclosure of peer-on-peer abuse

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

- Does it involve a single incident or has occurred over time?
- Is the behaviour problematic and concerning?
- Does it involve any overt elements of victimisation or discrimination, e.g., related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability?
- Is there any element of coercion or pre-planning?
- Does it involve a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power?
- Has there been a misuse of power?

It is also important that we:

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

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

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

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

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

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

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

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

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

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

The Designated Safeguarding Lead will consider the following:

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

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

Victim - When we speak to the ‘victim’ we will:

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

- consider any referrals for external support

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

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

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

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

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

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

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

a) Manage internally - In some cases of sexual harassment (for example, one-off incidents), we may take the view that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to

handle the incident internally using our own sanctions in line with our **Behaviour** Policy and by providing pastoral intervention and support.

b) Early Help - We may decide that the children involved do not require statutory interventions but may benefit from early help where we are the lead professional. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. This will help to evidence the support that we have given, the work undertaken and if desired outcomes have been achieved
c) Referral to the police - See Section 8 below
d) Referral to the police - See Section 9 below

7.Reporting to the Police

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

The guidance that we follow is:

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

Outcome 21 Sexting Guidance

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

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

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

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

8. Referring to Children's Social care

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

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

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

Threshold Framework: Accessing the right help at the right time

At this referral stage, we will inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of children's social care.
If a referral is made, children's social care will then make enquiries to determine whether any of the children involved need protection or other services.

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

We will not wait for the outcome, or even the start of a children's social care investigation before protecting the victim and other children in the school. It will be important for us to work closely with children's social care (and other agencies as required) to ensure any actions we take do not jeopardise a statutory investigation.

9. Working with our parents and carers

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

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

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

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

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

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

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

10. Sanctions

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

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

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

Post Incident Management

It is vital that all children involved in peer-on-peer abuse are given appropriate and ongoing support for as long as it is required/needed. This may include referrals to other agencies/professionals outside our setting and this decision will be made in conjunction with the children, their parents/carers, and other professionals.
If there are other professionals involved, then we will liaise with those colleagues to ensure that we are working together and understand one another's role in this support.

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

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

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

Safety planning/Risk assessment

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

- if this is an ongoing police investigation, we will ask the police if we have any questions about the progress of the matter for example, are there any bail conditions in place or has there been a charging decision. It is key to have a central point of contact with the police for updates and progress. Where required, advice from the police will be sought to help us to manage our safeguarding responsibilities. Where bail is deemed proportionate and necessary, as above, we will work with children's social care and the police to manage any implications and safeguard our children

- the importance in ensuring that the victim can continue in their normal routine, including continuing to receive a suitable education
- the importance of the alleged perpetrator in continuing to access education and support
- do the victim and alleged perpetrator share classes?
- what measures need to be put in place when children move between lessons/classes
- what measures need to be put in place for unstructured time (break and lunchtimes)
- what measures need to be put in pace for the arrival at the start of the school day and leaving at the end of the school day
- do the victim and alleged perpetrator travel to and from school using the same form of transport
- appropriate information sharing with staff in our setting in order that the plan is manageable and as successful as possible
- if it is the case that the alleged perpetrator is moved to another educational institution (for any reason), then we will ensure that the new educational institution is made aware of any ongoing support needs.

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

Additional support and guidance

- Keeping children safe in education 2021
- Working Together to Safeguard Children 2018
- Sexual violence and sexual harassment between children in schools and colleges
- Review of sexual abuse in schools and colleges
- Relationships and sex education (RSE) and health education
- Mental health and behaviour in schools 2018
- Exclusion from maintained schools, academies, and pupil referral units
- Children missing education
- CEOP-Safety centre
- Disrespect Nobody
- Behaviour and discipline in schools
- UKCIS Guidance: Sharing Nudes and Semi-Nudes
- Searching, screening and confiscation
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Preventing sexual bullying
- Preventing bullying
- Cyberbullying advice
- Equality & Human Rights Commission

- The NSPCC email help@nspcc.org.uk
- Specialist Sexual Violence Rape Crisis
- The UK safer internet centre email at helpline@saferinternet.org.uk
- Internet Watch Foundation
- UK Council for Child Internet Safety (UKCCIS)
- Think u know

Risk Assessment/Safety planning guidance

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

Basic information		
Referrer Name and role		
Referrer Contact details (email address and phone number)		
Name of school(s) for victim(s)		
Name of school(s) for child/ren alleged to have caused harm		
Did incident occur on school premises? If not, where did the incident occur?		
Date for risk assessment/safety plan review		

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM, OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM, OR LOW)
What is the incident? Who was involved? Where did it happen				

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

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

Further action taken by the school: Please complete for each child involved. (PLEASE CONTEXTUALISE TO)

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

Action	YES/NO	Date
Police informed		
Referral to CASS		
Referral to external support services (specify)		
Referral to internal support services (specify)		
Referral to CAMHS		
Referral to early help		
Other		

Appendix Three
INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:
   Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify, or glorify terrorist violence in furtherance of beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experience discomfort about their place in society.
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

- However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

- More critical risk factors could include:

  - Being in contact with extremist recruiters.

- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantages.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations; and
- Significant changes in appearance and/or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

- Consideration should also be given to employees, volunteers or other adults known to the school, who may be subject to radicalisation. Similar risk factors apply, and the procedures laid out in this policy should be followed.

- Safeguarding students who are vulnerable to radicalisation.

  - Since the publication of the first version of Prevent, Coton Green Primary School has been aware of the need to safeguard all members from extremist ideology. We are aware that extremist groups both internationally and locally have tried to radicalise young people.
  - Coton Green Primary School values freedom of speech and the expression of belief and ideology as fundamental rights underpinning of values. However, we also recognise that freedom comes with responsibility, and we are all subject to the laws and policies governing our schools.
  - Therefore, we seek to protect young people against the message of violent extremism including these linked to Islamist ideology, Far Right/Neo-Nazi/White Supremacy, Animal Rights, and others.
  - Coton Green Primary School is aware of the support available via the Chanel programme and will encourage those students identified as being vulnerable to being drawn into terrorism to engage with this confidential, voluntary multi agency process.
  - Our Senior Leaders will assess the level of risk within our school communities and put plans in place to reduce this risk. The risk will be reviewed as part of our Annual 175 return.

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

The SPOC at our school is Mr R Osborne
SPOC'S are responsible for:

- Ensuring that the staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism.

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism and

protecting them from radicalisation by those who support terrorism or forms of extremism which led to terrorism.

- Raising awareness about the role and responsibilities of Coton Green Primary School in relation to protecting students/pupils from radicalisation and involvement in terrorism.

- Monitoring the effect in practice of the school's curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;

- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;

- Collating relevant information in relation to referrals of vulnerable students / pupils into the Channel* process;

- Attending Channel* meetings as necessary and carrying out any actions as agreed;

- Reporting progress on actions to the Channel* Co-ordinator; and

- Sharing any relevant additional information in a timely manner.

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

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

Appendix Four

LEAD CONTACTS FOR EACH SCHOOL WITHIN THE ATLP

SCHOOL	DSL	Deputy DSL	NOMINATED GOVERNOR FOR SAFEGUARDING	SPOC
BROOKVALE SCHOOL	Mr S Day HT	Mrs A Trigg	TBC	Mr S Day HT
HILL WEST SCHOOL	Dr B Clarke, HT	Mrs Hannah Cook DHT Mrs Rebecca George AHT Dr Rhian Warrack AHT Mrs Jaimey Thomas AHT	Mrs G Jones	Dr B Clarke, HT
MERE GREEN SCHOOL	Mrs K Brookes		TBC	Mrs K Brookes
WILLIAM MacGregor SCHOOL	Ms S Norton, HT	Annette McNerlin, Fiona Allen and Natalie Jones	Ms B Hardy/Paul Charlton	Ms S Norton, HT

SCHOOL	DSL	Deputy DSL	NOMINATED GOVERNOR FOR SAFEGUARDING	SPOC
SCOTCH ORCHARD SCHOOL	Mrs J Bishop, HT	Mrs L Braybrooke	TBC	Mrs J Bishop, HT
SLADE SCHOOL	Mrs J Maskell HT	Mr Danny Jones	Asimah Syed	Mrs J Maskell HT
STOCKLAND GREEN SCHOOL	Ms R Goode, DHT	Lawrence Carey AHT	Mrs Helen Hastilow	Ms R Goode, DHT
The Arthur Terry School	Mr M Gannon, DHT	Mr P Carrick	Mr A Wood	Mr P Carrick
THE COLESHILL SCHOOL	Ms Rebecca Brindley	Mr Scot Jordan	TBC	Ms Rebecca Brindley
CURDWORTH PRIMARY SCHOOL	Mrs L Dodd, HT	TBC	Mrs M Rowley	Mrs L Dodd, HT
JOHN WILLMOTT SCHOOL	Paul Averis DHT	Linda Wootton	TBC	TBC
Two Gates Primary	Mrs N Llewelyn-Cook, HT	Sophie Smart	Mrs S Watts	Mrs N Llewelyn-Cook, HT

SCHOOL	DSL	Deputy DSL	NOMINATED GOVERNOR FOR SAFEGUARDING	SPOC
	Mrs H Pugh – Early Help/Assistant SENDCo	Assistant Headteacher		
NETHER STOWE SCHOOL	Miss D Sullivan, Senior Assistant Head	Mr S Peace AHT,	Mrs J Read	Miss D Sullivan Senior Assistant Head
OSBORNE PRIMARY SCHOOL	Michelle Gay, HT	Lisa McCullough	Mrs R Gorton	Michelle Gay, HT
GREYSBROOKE PRIMARY SCHOOL	Ellie Ballinger, HT	Richard Storer and Marisa Hibberd	Mrs H Morris	Ellie Ballinger, HT
COTON GREEN PRIMARY SCHOOL	Mr Richard Osborne, HT	Mrs E Pursehouse, Mrs J Tanner	Mrs E Smith	Mr R Osborne, HT

APPENDIX Five

Acronyms used within the policy.

ATLP-Arthur Terry Learning Partnership

GDPR –General Data Protection Regulations

SEND -Special Educational Needs and Disability

DSL-Designated Safeguarding Lead

DBS- Disclosure Barring Service

LAC-Looked After Child

CSE-Child Sexual Exploitation

CCE-Child Criminal Exploitation

NSPCC-National Society for the Protection Cruelty to Children

BCSC-Birmingham Children's Safeguarding Board

BCC- Birmingham City Council

WCC-Warwickshire County Council

WSCB -Warwickshire Safeguarding Children Board

SCC- Staffordshire County Council

SSCB-Staffordshire Safeguarding Children Board

CME-Children Missing Education

UKCIS UK Council for Internet Safety

RHRT-Right Help Right Time

CASS- Child Advice and Support Service

SCR- Single Central Record

CTU-Counter Terrorism Unit

DfE- Department for Education

FGM- Female Genital Mutilation

LADO- Local Authority Designated Officer

IT - Information Technology

EHP- Early Help Plan

SPOC- Single Point of Contact

RE- Religious Education

EYFS – Early Years Foundation Stage

Appendix 6 Definitions

Safeguarding and promoting the welfare of children

Defined for the purposes of this guidance as:

a. protecting children from maltreatment.

b. preventing the impairment of children's **mental and physical health** or development.

c. ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

d. taking action to enable all children to have the best outcomes.

Definitions taken from KCSiE 2021

Abuse

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

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact

activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

Domestic abuse

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