



# Eastington Primary School Safeguarding Policy

(To be applied with related policies for Attendance, SEND Policy, SEN & Disability Information, Safer Recruitment, Online Safety and Acceptable Use Policy, Filtering and Monitoring Policy, Offer of Early Help, Behaviour Policy and Anti- Bullying and Harassment Policy and Safer Working Practices Policy).

**This policy reflects the statutory guidance 'Keeping Children Safe in Education' from the DfE September 2024 and is reviewed annually in line with an audit of provision.**

Reviewed – September 2024



## ***'Aiming high together'***

### Eastington Primary School details:

Governor Lead: **Nina Foster**  
Designated School Safety Lead: **Mrs Catrin Parsons**  
Deputy Designated Safety Leads: **Ms Zoe Avastu, Mrs Rachel Carrick**

Status and Review Cycle: **Statutory/Annual**  
School Phone Number: **01453 822922**

### Safeguarding Children (Child Protection) Policy



### Statement of Intent

At Eastington Primary School we **all have a responsibility** to ensure that the children with whom we are in contact are protected from harm. The protection and physical and mental welfare of the child is the paramount consideration in all actions.

#### **Safeguarding and promoting the welfare of children is:**

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes. *(KCSiE Sept 2024)*

## Introduction

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2024\)](#), [Working Together to Safeguard Children \(2023\)](#), [Governance Handbook](#), and DFE guidance [What to do if you are Worried a Child is Being Abused – Advice for Practitioners](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. (NHS Gloucestershire Clinical Commissioning Group, Gloucestershire Constabulary and Gloucestershire County Council)

## Context

Our policy applies to **all staff, governors and volunteers** working in and connected to the school.

### At Eastington we will ensure that:

- All staff promote children's welfare.
- We have a whole school approach to safeguarding whereby safeguarding and child protection underpin all relevant policies and processes.
- Designated Safeguarding Lead and the Deputy Safeguarding Leads receive multi-agency training (every 2 years).
- The DSL or DDSLs should **always** be available to discuss safeguarding concerns. On rare occasions when this is not possible, action should not be delayed.
- We practice safe recruitment in line with Government guidance. At present the Headteacher has passed training as an accredited recruiter. At least one will be on all interview panels and check the suitability of staff and volunteers to work with children. The Headteacher is required by statute to report to the Independent Safeguarding Authority (ISA), within one month of their leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- The school will let applicants for posts at Eastington Primary School know that online searches will be done as part of due diligence checks ahead of their interview.
- A Single Central Register is held for all staff which includes identity, qualification, and health checks, right to work and reference checks. The Single Central Register is reviewed regularly by the Governing Body, which is attended by the Headteacher and the School Administrator. All staff are checked for their suitability to work with children through the Disclosure and Barring Service (DBS, formerly Criminal Records Bureau) at Enhanced level.
- All staff receive appropriate safeguarding and child protection training (including online safety) at induction, and online safety training is provided as part of regular updates.
- All staff are kept up to date with Child Protection issues and includes formal training every three years (latest training for all school staff/extended services staff January 2024).
- The safeguard leads undergo training in line with Government guidance and share information with the school team.
- Governors receive appropriate safeguarding and child protection (including online) training at induction and then at regular intervals.  
*"This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be updated regularly."* (KCSiE 2024 para 79)
- We raise awareness of child protection issues and recognise that safeguarding incidents could happen anywhere.
- Children are equipped with the skills needed to keep them safe.

- We implement procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns and referring to the Children’s Helpdesk. All systems operate with the best interests of the child at heart.
- By supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Eastington is a safe environment in which children can learn and develop.
- We ensure that the appropriate filters and appropriate monitoring systems are in place to keep children safe when they are online, and we regularly review their effectiveness. (See also Filtering and Monitoring Policy)
- All staff, volunteers and governors who regularly work in school under the DBS definition of regulated activity will be subject to an Enhanced level DBS check.
- Governors ensure outside organisations e.g., Mother Goose, that use/rent the school premises and facilities have all safeguarding arrangements in place and inspect these as needed. Safeguarding arrangements are included in any lease or hire agreement as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

**At Eastington we will therefore:**

- Establish and maintain a culture and environment where children feel secure, are encouraged to talk, can speak out or share their concerns and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Include opportunities in the PSHCE curriculum and Relationships Education, for children to develop the skills they need to recognise and stay safe from abuse, including on-line, and know who to turn to for help.

**We will follow the procedures set out by the Gloucestershire Safeguarding Children Partnership and take account of guidance issued by the DfE to:**

- The Headteacher and Governing body ensure that an appropriate member of staff from the Senior Leadership Team is appointed to the role of DSL.
- Ensure that the Designated Safeguarding Lead has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Ensure that children are taught about how to keep themselves and others safe, including online. It is recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep confidential written records of concerns about children, (using the secure online software CPOMS, 2 factor authentication required), even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file with a separate file for each child, and in secure locations.
- Ensure that if a pupil is placed with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.
- Ensure we hold more than one Emergency contact for each child.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors, or governors.
- Ensure safe recruitment practices are always followed in line with 'Keeping Children Safe in Education' statutory guidance.
- Ensure this policy is reviewed annually as a minimum.
- Ensure all staff have read part 1 of Keeping Children Safe in Education (September 2024).
- Ensure all staff have read Part 5 and Annex B of Keeping Children Safe in Education (September 2024) and refer to part 5 for guidance in relation to **child-on-child sexual violence and sexual harassment**.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. **The school will endeavour to support the pupil through:**

- An ethos which promotes a positive, supportive, and secure environment where all pupils have a sense of being valued.
- The content of the curriculum including regular consultation through safety questionnaires, individual conferencing and asking children to report about whether they have had a happy/sad lunchtimes/playtime. Road safety, cycle training and working closely with secondary schools to prepare for transition.
- A Behaviour policy which is aimed at supporting vulnerable pupils in the school. The school strives to ensure that pupils know that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Local Authority Social Care, the Child and Adult Mental Health Service, Education Welfare and Educational Psychology Service.
- Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## Types of Abuse and Neglect

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. 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. *"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, including where they see, hear or experience its effects."* (KCSiE para. 24)

**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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.
- neglect of, or unresponsiveness to, a child's basic emotional needs.

**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.

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

- physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.
- non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **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.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction.
- seeing or hearing the ill-treatment of another. 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.

### Recognition of possible abuse

Whilst recognising it is difficult to determine if abuse has occurred, all staff members should look carefully at the behaviour of their children and be alert for significant changes. Staff members should maintain an attitude of 'it could happen here'. All staff members should be aware that children may exhibit any of the following without abuse having occurred:

Disclosure.

Non-accidental injury, bruising or marks.

Explanation inconsistent with injury.

Several different explanations for an injury.  
 Reluctance to give information about an injury  
 A sudden change in behaviour – aggression, extroversion, depression, withdrawn. Attention seeking  
 Hyperactivity  
 Poor attention  
 Appear frightened of parents or family members  
 Abnormal attachment between parent and child Indiscriminate attachment Hyper alertness.  
 Reduced response.  
 Frozen watchfulness.  
 Nightmares.  
 Anxiety/irritability.  
 Abdominal pain/headaches.  
 Poor self-esteem.  
 Poor peer relationships  
 Act in an inappropriate way for age  
 Over sexualised play/talk or drawings.  
 Excessive or inappropriate masturbation  
 Self-harm/eating disorder  
 Frequent visits to the toilet (urinary infection).  
 Reluctance to change for P.E.  
 Failure to thrive  
 Poor hygiene  
 Recurrent/untreated infections of skin or head lice  
 Untreated health/dental issues  
 Frequent absence from school or repeated lateness  
 Delay in meeting normal developmental milestones

#### Procedures and responsibilities – Designated Safety Lead (Mrs Catrin Parsons)

- Following all the correct procedures where abuse is disclosed.
- Informing the relevant external agencies where necessary.
- Ensuring that procedures and policies are kept up to date and relevant (including the ‘Cause for Concern Register’) as new information is produced.
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program etc.
- Liaising with other members of staff and the school leadership (Headteacher) to keep staff informed about measures put in place to support and/or monitor individual cases.
- Liaising with parents, carers, and guardians about how a child is being supported.
- Ensuring that support measures are being followed correctly by staff and support agencies.
- The DSL and deputy DSLs should liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#). [NPCC- When to call the police: guidance for schools and colleges \(nspcc.police.uk\)](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

#### Procedures and responsibilities – All staff

- Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play and should consider, at all times, what is in the **best interests** of the child.
- **All staff** are aware of procedures to be followed when abuse is suspected, including those in cases where an accusation is made against a member of school’s staff.



- **All staff are aware they should not assume another adult is taking action and sharing information that might safeguard a child.**
- The procedure route will depend upon the urgency of the situation and whether it is a suspicion of abuse or an actual disclosure.
- **If staff have any concerns about a child's welfare, they should act on them immediately.**
- **Any member of staff** with an issue or concern relating to child protection should discuss it with the DSL or Deputy DSLs as soon as possible.
- It will be made clear to the child that confidentiality cannot be guaranteed in respect of child protection issues. Allegations of child abuse must always be given the highest priority and referred immediately to the **Designated Safety Lead (Mrs Catrin Parsons) or in her absence the Deputy DSL Ms Zoe Avastu or Mrs Rachel Carrick.**

#### Actions in the event of a concern or disclosure

**Suspicion of Abuse** (if abuse is suspected but there has been no disclosure.)

- Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about..." Believe the child and reassure them that they were right to talk to you.
- Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence).
- Report the suspicion to the Designated Safety Lead or the Headteacher.
- **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Local Authority social care immediately. Anybody can make a referral.**

#### Disclosure

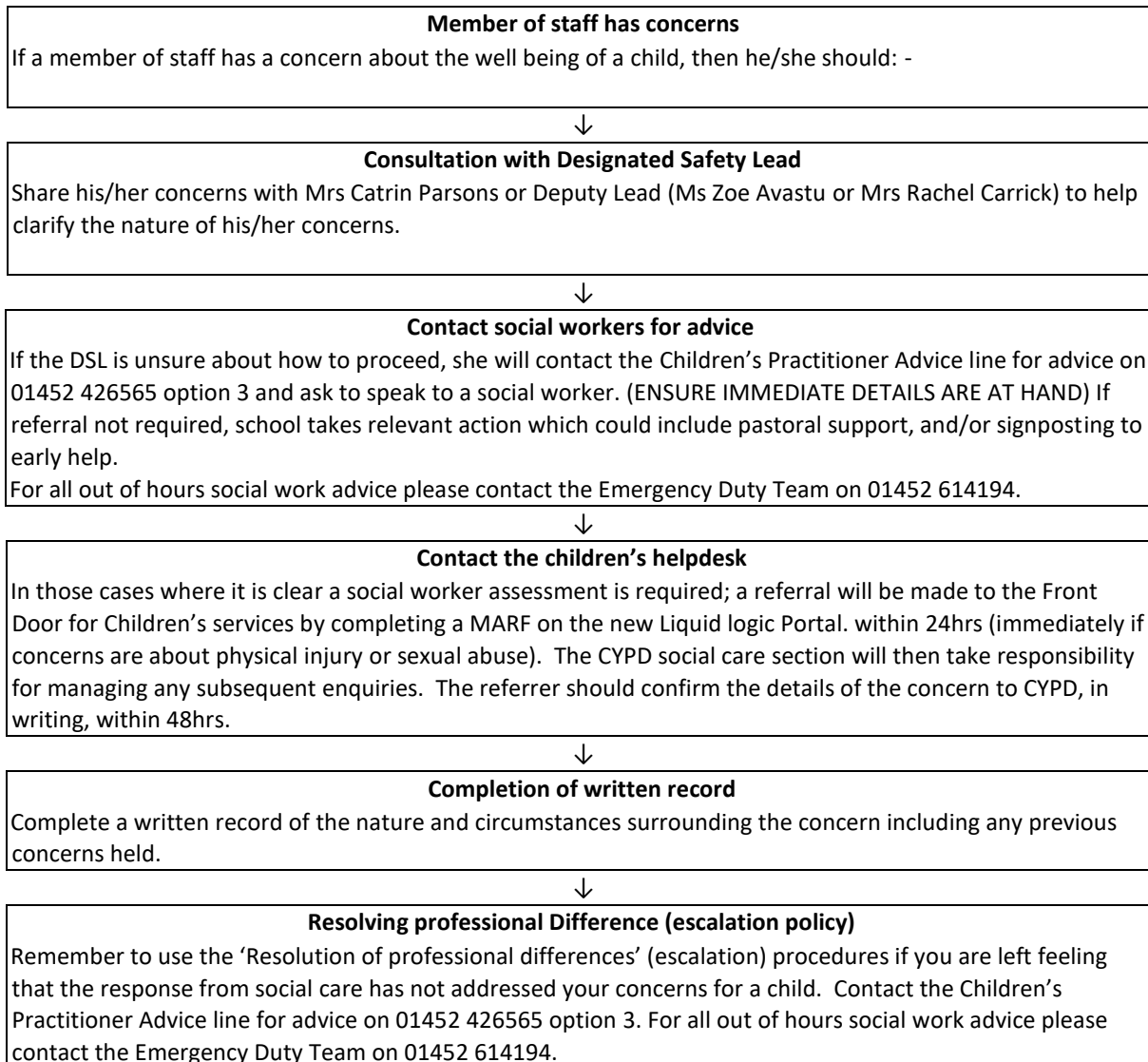
*"All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication."*

1. Allow the child to talk – ask only open questions e.g. 'Can you tell me more about ...' **Do not** press for detail, put forward your own ideas or use words that the child has not used themselves as this could lead to complications further down the line.
2. Stay calm and reassuring.
3. **Do not** make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
4. Believe the child but do not apportion any blame to the perpetrator, (it may be someone they love).
5. Reassure the child that they were not to blame, and they were right to talk to you, whilst information may need to be passed on, it will only be done to support and keep from harm the individual concerned.
6. Ask the child if they have told anyone else.
7. Keep an open mind.
8. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (the note should record **the time, date, place, and people who were present as well as what was said.** This note may well be used in any subsequent court proceeding and may be required as evidence).
9. Establish details of full name, D.O.B. address and names of parents/guardians.
10. Report to the Designated Safeguarding Lead or Headteacher who will contact Local Authority Social Care as necessary.

**Please see step by step actions - 'Flow Chart for Response' that follows:**



## FLOW CHART FOR RESPONSE



### **REMEMBER - ALL STAFF MAY RAISE CONCERNS DIRECTLY WITH CHILDREN'S SOCIAL CARE SERVICES EMERGENCY PROCEDURES**

In an emergency establish the facts and details as above and contact the Front Door for Children's Services.

**Phone Front Door (Glos. 01452 426565 option 1) between the hours of 9am and 5pm. Outside of office hours contact the Emergency Duty Team on 01452 614194.**

Ask for Social Services – Children and Families,

Ask for the Duty Social Worker,

Check to see if the family are already known to Social Services,

Discuss the situation and ask for advice,

A social worker may come to school to talk to the child,

Establish who will be responsible for informing the parents,

Social services will contact the police (G.S.G.B - Glos. Safeguarding Children Board) as necessary. If action is taken, follow up the phone call with a referral to the Front Door for Children's services by completing a MARF on the new Liquid logic Portal.

**If you have concerns about the immediate safety of the child or a serious criminal offence has been committed, contact the Police on 101.**

- If a child confides in a member of staff and requests **confidentiality** it is important that the child is told sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context the child should, however, be assured that the matter will be disclosed only to people who need to know. "All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report." (KCSiE Sept 24 p.9)
- **All staff** should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- The procedures are laid out in the online Child Protection Procedures manual for the South West Local Safeguarding Children Partnerships.  
<https://www.proceduresonline.com/swcpp/gloucestershire/index.html>  
Where abuse is suspected or a sustainable allegation made, teachers and other members of staff should report the information to the school's **Designated Safety Lead for child protection (Mrs Catrin Parsons) or in her absence the Deputy Designated Safety Lead (Ms Zoe Avastu or Mrs Rachel Carrick)**. All receive multi-agency training (every 2 years).
- **All staff** have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. A member of staff who knows the child best should be prepared to contribute the school's knowledge of the child to a joint agency discussion.
- Staff who receive information about children and their families in the course of their work should share that information with the right people, between and within agencies. **Staff** "should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care." (KCSiE Sept 2024 para 54)
- <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>  
This also applies to **all adults** in the school should there be concerns. These should be reported to the DSL or DDSLs.
- The Designated teacher/Headteacher to inform Eastington School Governing body as laid down in the Child Protection Procedures manual.
- Children on a Child Protection Plan will be monitored in line with agreed Plan i.e., appropriate personnel who are in direct contact with said child to be informed and notify the Headteacher as part of monitoring process.
- Reports prepared for such discussions should focus on the child's educational progress and achievements, attendance, behaviour, participation, relations with other children and, where appropriate the child's appearance. If relevant, reports should include what is known about the child's relations with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation, and opinion.
- **All staff** are aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will

overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).

- **All staff** are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- **All staff** are aware that **technology** is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- **All staff recognise the additional vulnerabilities for 'Looked After Children'** who may be placed at an increased risk due to their individual circumstances. Any safeguarding concerns should be reported to the DSL in line with statutory guidance. Staff should be aware of LAC pupils in order to meet their needs as part of their overall development and safety.
- **All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.** They may be prone to isolation and should have additional pastoral care/support. Separate policies for SEND and Anti-Bullying provide further detail. The school maintains a record of bullying/racist incidents.

**(Further advice available - NSPCC – Safeguarding children with special educational needs and disabilities. May 2022. NSPCC – Safeguarding child protection/deaf and disabled children and young people. June 2024).**

- The school supports pupils with protected characteristics and will take positive action, where proportionate, to deal with the disadvantages these pupils face. **All staff** are aware that pupils with protected characteristics may be more at risk of harm. A child or young person being lesbian, gay, or bisexual or gender questioning is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.
- **The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**



### Specific Safeguarding Issues

**All staff** have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk). Annex B of Keeping Children safe in Education September 2024 contains additional information about specific forms of abuse and safeguarding issues. Schools can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- child missing from education (CME) – see also below
- child missing from home or care
- child on child sexual violence and sexual harassment

- child Criminal Exploitation – County Lines (gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK).
- children with family members in prison
- children and the court system
- anti-bullying including cyber-bullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- gender identity and sexuality
- hate
- honour based abuse
- homelessness
- mental health
- child on child abuse
- private fostering
- preventing radicalisation – see also below
- relationship abuse
- sexting/sharing nudes or semi-nude images/video
- serious violent crime
- teenage relationship abuse
- trafficking
- upskirting

Further information on Children Missing from Education, Child Sexual Exploitation, Female Genital Mutilation, Preventing Radicalisation, Child on Child Abuse, Serious Violence and Contextual Safeguarding.

#### **Children Missing from Education (CME)**

All staff are aware that children who are absent or children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff are aware of the school's unauthorised absence and children missing from education procedures.

#### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) may involve an exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.

- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### **Child sexual exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) may involve an exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

### **Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines. Chapter 9 of the Guidelines (pp. 42-44) focuses on the role of schools. Staff should activate safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When **mandatory reporting commences in October 2015** these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

The Mandatory reporting duty will commence in **October 2015**. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

### **Mental Health**

- **All staff** should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a **mental health concern** about a child that is also a **safeguarding concern**, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy.
- The school/staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [Mental health and behaviour in schools](#), guidance.
- **The school has a Mental health lead – Mrs Karen Rome and an ELSA trained TA, Julie Yorke.**

### **Domestic Abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

**Domestic Abuse Definition - Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (The Domestic Abuse Act 2021)**

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a

serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.

### **Honour Based Abuse (HBA)**

Honour based abuse is a crime or incident, which has or may have been committed to protect or defend the honour of the family and /or community.

### **Preventing Radicalisation**

Children are susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

### **The Prevent Duty**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard’ to the need to prevent people from becoming terrorists or supporting terrorism. **This duty is known as the Prevent duty.**

Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools. (Prevent Duty Guidance updated March 2024)

**The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.**

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- The Prevent duty builds on existing local partnership arrangements.



- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes **Prevent awareness training** and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#).

### **Child on Child Abuse**

- Child-on-child abuse occurs when a young person is exploited, bullied and /or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18. 'Child-on-child' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.
- Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day-to-day life and feel a strong bond with their peers, one which they may be lacking at home.
- Staff recognise that children are capable of abusing their peers (including online).
- Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse.
- Staff should be clear as to the school's procedures with regards to child-on-child abuse outlined below.

### **Preventative Strategies**

Child-on-child abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent child-on-child abuse.

This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. We have class worry boxes to help with this too.

There is a strong and positive PSHE & RSE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through and develop their understanding.

Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood.

Staff will consider each issue and each individual in their own right before taking action.

Staff are aware of the importance of understanding intra-familial harms and any necessary support for siblings following incidents.

Young people are part of changing their circumstances and, through pupil voice being heard through school council, surveys, pupil conferencing for example, we encourage young people to support changes and develop codes of behaviour in class.

### **Expected staff action**

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead before taking any further in-school actions. If the staff member is unsure, they can always discuss the matter with the DSL.

### **Recognising child-on-child abuse**

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred.
- Whether this was a one-off incident, or longer in duration It is important to deal with a situation of peer abuse immediately and sensitively.

It is necessary to gather the information as soon as possible to get the true facts. We try to avoid language that may create a 'blame' culture and leave a child labelled. Staff will typically talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive, or irresponsible in dealing with such sensitive matters.

### **Taking Action**

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of the child harmed (victim) and alleged child who has harmed (perpetrator)
- Consider referral to Police or Local Authority Social Care
- Contribute to multi-agency assessments if necessary
- Convene a risk management meeting if necessary
- Record all incidents and all action taken

### **Recording sexualised behaviour**

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

### **Gather the Facts**

Speak to all the young people involved separately, gain a statement of facts from them, and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open

questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

### **Consider the Intent**

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy. If MASH and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

### **Informing parents/carers**

The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

### **Points to consider**

What is the age of the children involved? How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1–4-year-olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked.

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g., do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

### **Repetition**

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

### **Next Steps**

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

### **For the young person who has been harmed**

What support they require depends on the individual young person. It may be that we need to provide intervention to support. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group. If the young person feels particularly vulnerable it may be that they have someone named that they can talk to, discuss support strategies for managing future issues and signpost to services to offer additional support.

### **For the young person who has displayed harmful behaviour**

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as intervention may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members. Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g., making amends with the young person they have targeted if this has been some form of bullying.

In the cases it may be a requirement for the young person to engage in one-to-one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour. The school may also choose a sanction as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

### **After care**

- It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important 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) are imperative.

### **Harmful Sexual Behaviour**

Even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. If staff have any concerns regarding child-on-child abuse / harmful sexual behaviour, they should speak to the DSL.

Staff are clear that abuse/harmful sexual behaviour is unacceptable, and it should never be passed off as “banter”, “just having a laugh” or “part of growing up” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Staff recognise the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously

Staff recognise the different forms child-on-child abuse can take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals.



**What we do at Eastington:**

- have a strong PSHE/RSE curriculum in place which is age specific and progressive and supports developing, healthy and positive relationships
- invite the NSPCC to lead 'Speak out, Stay Safe' assemblies
- have NSPCC helpline number available/visible to children in school
- use NSPCC resources as part of our approach such as the PANTS song
- Train staff and use the Hackett continuum/Brook traffic light tool to support staff in identifying harmful sexual behaviours - red/problematical - amber/typical - green behaviours
- use the NSPCC approach to talking about sexualised behaviour: support for those **impacted** and supporting a change in behaviour for the **instigator**
- try to use language with care when talking about sexualised behaviour: **e.g., child who displayed/instigated the behaviour and children impacted by the behaviour.**
- discuss concerns /incidents with DSL/Dept DSL
- log concerns/incidents
- work with external agencies when needed
- explain to children that the law is in place to protect rather than criminalise them •
- be part of discussions with statutory safeguarding partners

## A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin, Letourneau and Silovsky (2002, p208) suggest a child's sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers.

### Hacket's (2010) continuum model

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

## Identification of behaviours, recognition, referral and response

It is hard to consistently identify and recognise harmful sexual behaviour in children and young people due to issues including differing professional training and knowledge, experience, cultural backgrounds and values. Open discussion of sexual issues is still something of a taboo subject in our society and professionals and families alike may be reluctant to discuss sexual behaviour in children. This can lead to the behaviours being 'hidden' or unspoken in some cases.

The rise in internet-related harmful or inappropriate sexual behaviour by children and young people also presents a challenge to parents, carers and agencies working with children and young people.

As highlighted in in Domain one of the framework, it should be standard professional practice to view the sexual behaviours of children and young people along a continuum, ranging from normal to abusive (Hackett, 2010). It is vital that professionals consider the continuum in line with children and young people's development. Some behaviours that are considered normative in earlier childhood, may be highly abnormal and inappropriate in adolescence. Similarly, some behaviours that are part of normal adolescent sexual development are highly problematic if expressed by younger children.

Alongside the notion of the continuum of harmful sexual behaviour, the Brook traffic light tool (Brook, 2012) can help professionals to identify levels of concern and provide a prompt for responding proportionately. In broad terms the categories in Hackett's continuum of sexual behaviour and the Brook traffic light relate to each other in the following way:

- Green behaviours (Brook) are those that constitute normal behaviours on the continuum model

- Amber behaviours (Brook) are those that are likely to be inappropriate or problematic behaviours on the continuum model

- Red behaviours (Brook) are likely to be those classified as abusive or violent behaviours on Hackett's continuum.

Once identified harmful sexual behaviour (i.e. those behaviours that are not part of a child's normal sexual development) should be viewed within a child protection context, and Children's Services should be contacted to provide assessment and recommendations if more specialist help is needed. In some cases, children's HSB may be a marker of their own histories of abuse that need to be addressed.

## Brook traffic light tool (example below for children aged 9-13)

9 to 13

### Green behaviours

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

What is a green behaviour?

What can you do?

### Amber behaviours

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

What is an amber behaviour?

What can you do?

### Red behaviours

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

What is a red behaviour?

What can you do?

## Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

## Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as

- being male,
- having been frequently absent or permanently excluded from school,
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.



## Contextual Safeguarding

- *“As well as threats to the welfare of children from within their families, children may be vulnerable to abuse, or exploitation from outside their families.”* Working Together to Safeguard Children (2023).
- Contextual safeguarding is a conceptual framework for understanding, assessing, and reducing the risk of harm from outside the family home.
- Contextual Safeguarding seeks to understand child protection risks from beyond the family.
- **All staff** should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. **All staff**, but especially the DSLs should consider whether children are at risk of abuse or exploitation in situations outside their families.

## GLOUCESTERSHIRE ENCOMPASS COMMITMENT

Operation Encompass helps police and schools work together to provide emotional and practical help to children (Annex B, Keeping Children Safe in Education 2024). As part of Eastington School’s commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**.

In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

## Online safety

*(See Online Safety and Acceptable Use Policy and Filtering and Monitoring Policy for full details)*

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

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. At Eastington we teach online safety through the computing curriculum. In addition, many opportunities are

given for children to understand online safety, eg Y4 Into the Net play, Y6 Beat Officer sessions on Online Safety & issues etc. The school has shared information with parents/carers about:

- the systems we have in place to filter and monitor online use
- what we ask the children to do online, including the sites they are asked to access
- who from the school (if anyone) their child is going to be interacting with online
- organisations which will support them in keeping their children safe online too.

#### **Filtering and Monitoring** *(See also Filtering and Monitoring Policy)*

At Eastington we do all that we can to limit children's exposure to any risks from the school's IT system. As part of this process, we have appropriate filtering and monitoring systems in place and regularly review their effectiveness. We ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. We consider the number of and age range of our children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

As a school we

- identify and assign roles and responsibilities to manage filtering and monitoring systems. •  
review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet our safeguarding needs.

#### **EARLY HELP...WHAT WE ALL NEED TO DO.**

The school is committed to offering early help and will provide support and guidance to ensure children and young people remain safe

Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

We recognise that any child may benefit from early help and may need safeguarding. All school staff are particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has experienced multiple suspensions, is at risk of being permanently excluded from school and in Alternative Provision or a Pupil Referral Unit.
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- is misusing drugs or alcohol themselves
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.



Staff are aware of the potential for multiple issues overlapping, are vigilant and report this.

We listen to the voice of the child to identify concerns and all forms of abuse including radicalization, FGM etc.

We practice multi-agency working and understand the referral processes etc. is critical to ensure that early help and support is offered. **(See Offer of Early Help)**

Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children 2023.

Whilst the staff meet on a regular basis to discuss concerns, **all adults working within the school are responsible for identifying and raising concerns if they consider that early help is required.** A key factor is:

#### Listening and Talking to Children (staff guidance)

- Take what the child says seriously.
- React calmly because over reacting can frighten the child and compound feelings of guilt.
- Tell the child they are not to blame. Children often feel guilty.
- Explain to the child what will happen next and that you will have to tell someone else that can help.
- Check your understanding with the child of what has happened if you are not clear what the child is telling you.
- Keep questions to a minimum and never lead the child, as leading questions may invalidate the child's testimony in court.
- Use the words the child uses (e.g., for different parts of the body). If the child is aware that you are reluctant to use particular words, they may feel reluctant to use the words themselves or may not speak at all.

When talking to children who may have been abused, you need to strike a balance between gathering enough information to establish whether or not there is cause for concern and undertaking an investigation interview which is the responsibility of the investigating agency. Having established that there is cause for concern, it should be possible to postpone a fuller interview until the social worker arrives. Training needs are considered, and all staff are involved in the process. Children need to know that early help is available (e.g., the school operates 'worry boxes' which are checked and followed up by staff). Staff are aware who the DSL is and the procedures for reporting concerns.

#### Allegations against Staff

1. If the complaint has been made against a member of staff or volunteer including supply or agency workers, contractors or governors, the Government's Allegations Management Procedures are implemented. If staff are concerned an adult, (including supply staff and volunteers) within the school has harmed or may have harmed a child, possibly committed a criminal offence against or related to a child or behaved towards a

child in a way that indicated they **may** pose a risk of harm to children or behaved or may have behaved in a way that indicates they may not be suitable to work with children, they must immediately contact the Head Teacher, who in turn contacts the Local Authority Designated Officer for Allegations (LADO) Nigel Hatton on 01452 426994 for an Initial Discussion and reported to OFSTED as appropriate.

2. We ensure the child is safe.
3. In the case of the Head Teacher being accused, the Chair of Governors should be informed. The chair will contact the LADO and follow advice/Gloucestershire Country Guidance – this may include reporting to OFSTED.
4. Employers and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and pupils. Physical contact is a particular issue where thought is required. With younger children touching is inevitable and provides reassurance. With older children, perfectly innocent actions can be misconstrued. In emergencies, physical restraint to prevent harm to the pupil or to others can be required.
5. Any member of staff using the Code of Conduct & confidential reporting procedure (Whistleblowing) will receive full support.

(Please also refer to Safer Working Practice Policy and Whistleblowing Policy)

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation.
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

### **Reporting concerns to Parents**

As a general principle, it is important to be open and honest when dealing with parents. Parents have primary responsibility for the care of their children and in most circumstances, parents should be informed as soon as possible about concerns regarding their children. However, in some cases of alleged or suspected child abuse it may not be appropriate for parents to be informed immediately, because it may prejudice the investigation. In such cases concerns should be reported to the Headteacher who will in turn contact the local Social Services Department.

### **Guidance when listening and talking to parents**

Parents react in many different ways when they hear their child is suspected of being abused. They can feel angry, threatened, indignant, depressed, ashamed, or guilty, and it is understandable that people have strong feelings in such circumstances.

When talking to parents who may be highly emotional, it is helpful to:

- Meet parents with the Headteacher
- Be open and honest with parents and tell them the reasons for your concern
- Be very specific regarding the information you may wish to share
- Explain to parents that it is your duty as a teacher to report cases of suspected abuse. It may be helpful to outline to them the procedures, so professional guidelines are adhered to at all times.
- Make a written record of the meeting, what was said and who was present (date/time etc).

### **Gifts received**

These are not usual in a school setting and can be seen as unfair or perceived as a bribe. However, a small thank you token at the end of year or Christmas is acceptable (e.g. Christmas cards etc.). Any concerns/issues as to the appropriateness of receiving/offering a token should be addressed to the Headteacher for guidance.

### **Arrangements for PE changing – boys/girls**

The staff need to be sensitive to the requirements of all the children when changing for PE. In certain cases alternative arrangements should be sought. For example, separate facilities for older children with clear procedures for supervision.

### **Access to toilet facilities**

In the event of an emergency, it may be necessary for access to be gained by an adult without prior notice. Routine supervision will involve notifying the occupants of access.

### **Individual teachers / individual pupils in classroom situation**

Professional behaviour appropriate to the supervision of individual children is understood by all staff. (See Safer Working Practice Policy)

Implicit in this would be the avoidance of placing either the member of staff or the child in a compromising situation. If there are any concerns, they will be shared with the Headteacher as soon as practicable.

### **Physical contact with pupils** (*For further guidance please refer to the Safer Working Practice Policy and Intimate Care Policy*)

It is acknowledged that physical contact between adults and children can provide reassurance for children at times. Our Safe Working Practice Policy outlines how care should be taken to ensure 1:1 situations are avoided etc... All adults working with children need to be mindful that actions can at times be misconstrued. If an adult has a concern, they should report it to the Headteacher immediately.

### **Relationships are valued**

We value the relationships between child/adult and the protection and welfare of the child is the paramount consideration in all our actions.

### **First Aid**

We have 3 staff who are paediatric first aid trained.

### **Smoking and alcohol on premises**

As part of our PHSE Policy we encourage the children to understand the health risks involved in smoking both directly and passively. We support and enforce the Glos County Council Policy on premises being no smoking zones.

The dangers of excess alcohol consumption also forms part of the policy. The messages we give as adults are important and a professional stance is adopted. Guidance as to the misuse of harmful substances are found in our Drug Awareness policy.

### **Children's attendance – See attendance policy**

Procedures for the registration of children should be followed to enable attendance to be monitored by the Headteacher and appropriate external agencies. In order to fulfil the requirements of our Child Protection

policy staff are to report any concerns/issues regarding attendance to the Headteacher. Any two-week unauthorised absence will be notified to the LA to support the risk management of pupils.

### **Supervision of Children off site**

Procedures for Child protection are applied in the event of off-site activities. LA guidance regarding pupil/adult ratio is adhered to. If needed staff may challenge an individual in the interests of child protection without placing themselves at risk.

The Staff Agreed Code of Conduct is discussed with all staff and forms part of the induction training for all new staff and volunteers. (Please also refer to Safer Working Practice Policy)

## **Monitoring and evaluation**

### **Our Safeguarding Policy and Procedures will be monitored and evaluated by:**

- Headteacher and DSL discussions with children/staff.
- Pupil surveys/questionnaires and individual conferencing.
- Parent questionnaires – summary of findings shared with Governors.
- Scrutiny of Attendance data – summary of findings shared with Governors.
- Scrutiny of range of risk assessments – Governor premises group.
- Governing Body discussions – see minutes of meetings.
- Governing Body visits to the school to discuss matters with DSL/HT.
- Logs of bullying/racist/behaviour incidents for Headteacher-Governor Lead to monitor.

## Appendix 1



# Sexualised Behaviours Recording Form

Form to be completed by person who witnessed the incident or had the incident reported to them. This can be done with support, e.g. from the safeguarding lead.

|   |  |
|---|--|
| Date:   |  |
| Name:   |  |
| DOB:  |  |
| Any specific vulnerabilities:   |  |
| Any other behavioural concerns:   |  |
| Any other previous incidents of sexualised behaviour:   |  |
| <b>Details of the Incident:</b><br><i>Detail anything of note that took place before the behaviour. Describe in detail what was observed or reported. Use quotation marks to describe the child's/children's words. Avoid terms such as 'inappropriate touch, sexualised behaviour' etc. as they are too vague.</i> |  |



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**Other significant factors:**

*Describe if there was any observed planning, physical force, coercion, secrecy, any adult sexual behaviour i.e. not age appropriate. Oral, penetration/attempted penetration or mutual, consenting, light hearted, sexual behaviour, exploratory.*

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**Power imbalances:**

*Describe any power difference between the children/young people involved in the incident, e.g. age, relationship, social status, developmental differences, size, learning disabilities, physical disabilities etc.*

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Reaction of the children/young people involved in the incident:

*Describe individually for all children involved e.g. fear, tearful, anxiety, happy, playful, embarrassed, angry, regretful, taking responsibility.*

*Anonymise where necessary when attaching the recording to an individual's school records.*

Behaviour management:

*How was behaviour addressed in the immediacy? Was SDSE used/discussed?*

*How will the behaviour be addressed in the future, e.g. whole class/school response – PANTS, pastoral support?*

*Report/referral to other agencies, including social care.*

*What support will be offered if necessary to the children/young people involved?*

Reaction of parents/carers:

*Record individually the parents/carers' reactions for each child – you may need to record their initial response and their subsequent response. For example, a parent may react negatively initially, but then responds in a more supportive manner in time.*

*Supportive/concerned/caring/rejecting/angry/shocked.*

*Have they similar concerns at home?*

*Anonymise where necessary when attaching the recording to an individual's school records.*

Completed by +  
role:

Date:



# Safety Plan

This safety plan should be completed with professionals who support the child/young person and their family.

The child/young person should be involved in creating and have access to a version of the plan that is appropriate for their age and level of development. It is vital that all children feel safe in school.

Professional judgement should be used as to whether the child/young person should attend any safety planning meetings. However, their wishes and feelings should be gathered prior to any safety planning meetings by a professional with whom they have a positive relationship.

The safety plan should be reviewed at regular intervals (e.g. every three months) or if there is a change in perceived risk or other circumstance.

The safety plan should be a dynamic document that supports the child's development and healthy peer relationships, while promoting safety within the school. It should be proportionate to the level of risk and non-punitive. Identifying and promoting strengths is as important as identifying concerns and risks, as positive life skills can counter some risky behaviour.

|   |  |
|---|--|
| Date of creation:   |  |
| Name of child/young person:   |  |
| Date of birth:  |  |
| School/education setting:   |  |
| Class:  |  |
| People involved in creating the plan:   |  |
| <b>1 Background information</b>   |  |
| <p>1.1 Please provide an overview of the known sexual behaviour concerns in school, home and community:<br/> <i>Be specific; avoid general statements, such as 'sexualised/inappropriate behaviour'. Was there use of force/coercion/planning/secrecy?</i><br/> <i>Record relationship and potential power differentials between any children involved and all children's responses.</i><br/> <i>Is behaviour frequent or has it escalated in severity?</i></p> |  |

School:

Home:

Community:

1.2 Provide an overview of other behaviour concerns: *Such as bullying, violence, disruptive behaviour.*

1.3 Other relevant factors:  
*Family background, involvement of children's services, learning difficulties, disabilities or cultural/religious factors.*

1.4 What interventions/consequences are already in place or have taken place:  
*Restrictions on activities/movement around the school, one-to-one work or whole school/class work, specialist services.*

1.5 Child's views regarding their sexual behaviour and other behavioural concerns: *Do they understand the concerns, do they deny or accept the behaviours, are they embarrassed, angry, remorseful etc?*

1.6 Parent's/carer's views regarding child's sexual behaviour and other behavioural concerns:

*Are they angry, rejecting, supportive, minimising, concerned?*

## 2 Identifying risks

2.1 Record any known triggers to the behaviour:

*Particular lessons, activities, peers, staff and events outside of school.*

Where identified, detail strategies to reduce triggers:

*What supervision is available to support the young person, can the child identify triggers to the behaviour?*

2.2 Identify any risky locations in the school:

*Toilets, unsupervised areas, corridors, playgrounds etc.*



Where risky locations are identified, detail plans to minimise risk:  
*Using different toilets/toilet times, additional supervision? No-go areas for child/young person?*

2.3 Identify any others who may be particularly vulnerable:  
*Include staff, visitors and other children and, maintaining appropriate confidentiality, detail why they might be vulnerable*

Where vulnerable individuals have been identified, detail plans to minimise risk:  
*Supervision, assessing suitability for contact activities, consideration of classroom seating arrangements, consider whether one-to-one work is appropriate.*

2.4 Identify any risky activities:  
*RSE lessons, school trips, PE, including getting changed/contact sports, residential stays.*

Where identified, detail strategies to minimise risk:  
*Supervision, changing in different room, conducting activities safely without supervision*

2.5 Explore child's/young person's access to internet/media and any associated risks, including personal devices:

*Is access monitored and supervised, are safety settings/filters applied, is access available in unstructured time, are personal devices accessible during the day?*

Where identified, detail strategies to minimise risk:

*Supervised access, use of filters, no personal devices, whole school online safety.*

2.6 Explore and record transport arrangements to and from school:

*Walking, bus, car, shared transport arrangements. Include whether the child is transported by the local authority, whether they are transported with other children, what the supervision arrangements are, is the person supervising (e.g. taxi driver) aware of the potential risks and is there an appropriate person to manage them, consider whether the child/young person should be transported individually or with additional supervision.*

Where concerns are identified, detail actions/changes required to transport arrangements:

**3 Strengths**

3.1 Identify areas/locations within the school that are not assessed as requiring additional planning/supervision at this time:  
*Please note areas where there has been no history of incidents or concerns, or where existing supervision manages risk.*

3.2 Please describe positive relations the child has: *Include professionals, family, peers etc.*

3.3 Please note activities/lessons the child enjoys and engages in positively:  
*Describe how these will be promoted and maintained*  
*Consider any additional activities that could be encouraged to promote prosocial behaviour and self-esteem.*

3.4 Please identify positive attributes/characteristics/skills the child possesses which can be promoted to help them meet their emotional needs in a healthy way:

#### **4. Implementation**

**4.1 Who needs to know about this plan:**

*Consider lunchtime supervisors, teaching staff, sports coaches, after school club leaders, volunteers, contractors, governors.*

*Who will share this information and when?*

**4.2 Work to be undertaken with the young person and wider school population:**

*Include one-to-one work, e.g. emotional literacy, communication skills, empathy work, NSPCC Underwear Rule, online safety, RSE.*

*Note whether this is individual or wider school work.*

**4.3 Referrals for external support:**

*Specialist services, e.g. CAMHS. Note any identified need, e.g. safeguarding, therapeutic support.*

*Who will make the referral and timescales?*

**5 Measuring risk**

**5.1 How will you measure whether the level of risk has changed: *This may include:***

- *change in the child's view regarding their behaviours*
- *reduction or increase of incidents of sexual behaviours*
- *reduction or increase in other concerning behaviours*
- *reduction or increase of prosocial behaviour/activities*

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5.2 Review date:  
*The plan should be reviewed every three months or if there is a further event that impacts on risk.*

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|--------------------------|--|
| Signatures of attendees: |  |
|--------------------------|--|