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## Windrush Valley School

### Policy Documents Annual Review Record

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The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.



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# Windrush Valley School

## Child Protection and Safeguarding Policy

In line with Keeping Children Safe in Education 2018



This policy was updated on 03 September 2018 and is reviewed and updated at least every 12 months. The next review is scheduled for September 2019.

**Windrush Valley School recognises its responsibility for safeguarding and child protection.**

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

## CONTENTS

| <b>PART 1</b>  | <b>Page No.</b> |
|--|-----------------|
| 1. Introduction  | Page 4          |
| 2. Terminology   | Page 4          |
| 3. Aims  | Page 5          |
| 4. The role of school staff  | Page 5          |
| 5. What school staff need to know  | Page 5          |
| 6. What school staff should look out for   | Page 6          |
| 7. What school staff should do if they have concerns about a child                                   | Page 7          |
| 8. What school staff should do if a child is in danger or at risk of harm                            | Page 7          |
| 9. What school staff should do if they have concerns about another staff member                      | Page 7          |
| 10. What school staff should do if they have concerns about safeguarding practices within the school | Page 7          |

| <b>PART 2</b>   | <b>Page No.</b> |
|---|-----------------|
| 11. Key personnel at our school   | Page 8          |
| 12. Roles and responsibilities  | Page 8          |
| 13. Supporting Children   | Page 10         |
| 14. Confidentiality   | Page 11         |
| 15. Supporting Staff  | Page 11         |
| 16. Allegations against staff   | Page 12         |
| 17. Whistleblowing  | Page 12         |
| 18. Physical Intervention/Positive Handling                               | Page 12         |
| 19. Anti-Bullying   | Page 13         |
| 20. Health & Safety   | Page 13         |
| 21. Children with Special Educational Needs                               | Page 13         |
| 22. Types of abuse and neglect  | Page 13         |
| 23. Specific safeguarding issues  | Page 15         |
| 24. Online safety   | Page 16         |
| 25. Opportunities to teach safeguarding                                   | Page 16         |
| 26. Allegations of abuse made against other children (peer on peer abuse) | Page 16         |
| 27. Dealing with Disclosures  | Page 17         |
| 28. Record keeping  | Page 18         |

| <b>APPENDICES</b>  | <b>Page No.</b> |
|--|-----------------|
| 29. Appendix A: Definitions  | Page 20         |
| 30. Appendix B: Allegations flowchart                                      | Page 26         |
| 31. Appendix C: Actions where there are concerns about a child (flowchart) | Page 27         |

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

## **PART 1**

### **1. Introduction**

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- Keeping Children Safe in Education [including safer recruitment] 2018
- Working Together to Safeguard Children (September 2018) (WT)
- What to do if you are worried a Child is being Abused (2015) as amended in 02/2017
- Oxfordshire Safeguarding Children Board guidelines
- Prevent Duty Guidance for England and Wales (July 2015)
- Prevent Duty: Departmental advice to schools and childminders (June 2015)
- The use of social media for on-line radicalisation 2015
- Disqualification under the Child Care Act (September 2018)

The Proprietor takes seriously the responsibility under section 11 of the Children Act and duties under “working together” to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within the school to identify and support those children who are suffering harm or are likely to suffer harm. It applies equally to all children [that is anyone under the age of 18] including those in the Early Years Foundation Stage (EYFS)

The school recognises that all staff have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is of paramount concern.

Windrush Valley School will provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child, free from discrimination or bullying and where children can learn and develop happily.

This policy applies to all staff, sessional and peripatetic staff and volunteers working in Windrush Valley School.

This policy has been written in line with Keeping Children Safe in Education (KCSIE) 2018.

All staff will sign to confirm they have read and understood this policy. This system is described in statutory guidance [Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)).

## 2. Terminology

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable children to have optimum life chances and to enter adulthood successfully. It also includes the measures taken to protect children from on-line abuse and raise their awareness on the safe use of all types of social media.
- **Child protection** refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm.
- **Staff** refers to all those working for or on behalf of Windrush Valley School, full time or part time, in either a paid or voluntary capacity.
- **Child** refers to all young people who have not yet reached their 18th birthday.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **DSL:** Designated Safeguarding Lead (DSL) in Windrush Valley School is Mrs Lucy Maudsley. Mrs Maudsley is also the Head of Pastoral Care. The DSL is a member of the Senior Leadership Team and has dedicated time allocated for this role. She can be contacted on 01993 831793. The Deputy Designated Safeguarding Lead (DDSL) is Mr William Hone. He can be contacted on 01993 831793.

## 3. Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the school.
- To demonstrate the school's commitment with regard to safeguarding children.

#### **4. The role of Windrush Valley School staff**

Windrush Valley School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

- All Windrush Valley School staff have a responsibility to provide a safe environment in which children can learn.
- Windrush Valley School has a designated safeguarding lead who will provide support for our staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- All staff are equipped to identify children who may benefit from early help. Staff know in the first instance to discuss their concerns with the designated safeguarding lead and understand they may be required to support other agencies and professionals in assessments for early help.
- The Teachers' standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public interest in the teaching profession as part of their professional duties.

#### **5. What staff need to know**

- All staff are aware of the systems within the school which support safeguarding, these are explained to them as part of their induction and includes copies of the following:
  - This child protection and safeguarding policy (including on-line safety)
  - The staff code of conduct (sometimes called staff behaviour policy)
  - The safeguarding response to children who go missing from education
  - The identity and role of the designated lead (DSL) and deputy DSL
  - Keeping Children Safe in Education part 1 and Annex A
  - Whistleblowing policy
  - Managing allegations about staff or volunteers
  - What to do if they have a concern about a child
- All staff receive appropriate safeguarding and child protection training which is updated at least every 3 years. In addition to this training staff members receive safeguarding and child protection updates when required, but at least annually, to provide them with relevant skills and knowledge to be able to safeguard the children effectively.
- All staff are made aware of the early help process and understand their role in this. This includes staff being able to identify emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, where appropriate, acting as the lead professional in undertaking any early help assessment.
- All staff are aware of the process for making child protection referrals to social care and statutory assessments that may follow, under the Children Act 1989, they also understand the role they may have to play in such assessments.

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

- All staff know what to do if a child tells them he/she is being abused or neglected; only involving those with a need to know when a child tells them he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality, whilst at the same time understand the requirement around sharing information appropriately with the designated safeguarding lead and other relevant professionals.
- Staff will never promise a child that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child.

## 6. What staff should look out for

- All staff are aware of the signs of abuse and neglect so they are able to identify children who may need help or protection (see part 2 of this policy for the definitions). DfE advice: What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect.  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
  - Staff are advised to maintain an attitude at all times of “**it could happen here**” where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best interests of the child**.
  - Knowing what to look for is vital. The following indicators help staff recognise the potential need for early help
    - The child is showing signs of being withdrawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
    - The child is at risk of modern slavery, trafficking or exploitation.
    - The child is showing early signs of abuse and/or neglect.
    - The child is at risk of being radicalised or exploited.
    - The child is a privately fostered child.
  - If staff are unsure they should always speak to the Designated Safeguarding Lead.

## 7. What the school will do if there are concerns about a child

- If a member of staff has any **concerns** about a child’s welfare, they should act on them **immediately**. Where possible, there should be a conversation with the DSL to agree the course of action. However, all staff know they can make a referral directly to children’s social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Oxfordshire Safeguarding Children Board. <http://www.oscb.org.uk/> The LA should decide, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome.
- If anyone other than the Designated Safeguarding Lead makes the referral, they should inform the Designated Safeguarding Lead as soon as possible.
- If, after a referral, the child’s situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.

- If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- If early help and/or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
- If a member of staff with teaching responsibilities [including TA's and peripatetic staff], in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 he/she has a **specific legal duty to act** by reporting this to the police. All staff should speak to the DSL where there are concerns.

#### **8. What the school will do if a child is in danger or at risk of harm**

- If a child is in immediate danger or is at risk of harm, a referral will be made to children's social care and/or the police immediately. Any member of staff can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

#### **9. What the school will do if there are concerns about another staff member**

- If anyone has concerns about another staff member then this must be referred to the Headteacher. Where there are concerns about the Headteacher this should be referred to the Proprietor of Windrush Valley School (via Mrs Eve Leung, Board member for Safeguarding: eve@ingenioedu.co.uk). In the event of allegations of abuse being made against the Headteacher, this should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part 2 of this guidance.

#### **10. What to do if there are concerns about safeguarding practices within the school.**

- All Windrush Valley School staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the Headteacher and Proprietor.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.

- Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
  - General guidance can be found at- Advice on whistleblowing.
  - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **PART 2**

### **11. Key personnel at our school:**

The **designated senior person** for child protection in this school is:

Mrs Lucy Maudsley

Contact details: 01993 831793 Email: [info@windrushvalleyschool.co.uk](mailto:info@windrushvalleyschool.co.uk)

The **deputy designated person** in this school is:

Mr William Hone

Contact details: 01993 831793 Email: [info@windrushvalleyschool.co.uk](mailto:info@windrushvalleyschool.co.uk)

**The Headteacher is:**

Mrs Amanda Douglas

Contact details: 01993 831793 Email: [info@windrushvalleyschool.co.uk](mailto:info@windrushvalleyschool.co.uk)

**The Designated Board member for Safeguarding is:**

Mrs Eve Leung

Contact Details: via the school on 01993 831793 or by Email: [eve@ingenioedu.co.uk](mailto:eve@ingenioedu.co.uk)

### **12. Roles and responsibilities**

#### **The Designated Safeguarding Lead**

The school has nominated a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The school ensures that the designated safeguarding lead (DSL) or a deputy will be on site, or contactable by phone, at all times that the school is functioning.

The DSL is responsible for online safety and receives regular reports on this from the Head of Pastoral Care.

### **The Proprietor of Windrush Valley School**

Mrs Eve Leung (Designated Board member for Safeguarding) is, on behalf of the Proprietor of Windrush Valley School, responsible for this policy and its implementation, and undertakes the regular review of safeguarding related policies and procedures that operate in the school. Mrs Taylor has a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements. Mrs Taylor ensures that:

- A DSL for safeguarding and child protection is a member of the senior leadership team and has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training.
- Child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request.
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher.
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance.
- A training strategy that ensures all staff, including the Headteacher, receive child protection training, with refresher training at three-yearly intervals. The DSL and deputy DSL should receive refresher training at two-yearly intervals.
- Regular update sessions for staff regarding safeguarding. Keeping staff up to date with any changes and ensuring that safeguarding remains a priority within the school.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- Mrs Eve Leung is responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher. An annual report will be submitted to the local authority about how the Proprietor's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

### **The Headteacher:**

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff.
- Allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures.
- Ensures that children's safety and welfare is addressed through the curriculum.

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

### **The school:**

- Ensures that the DSL is appropriately trained.
- All staff will receive induction and regular updates in line with LSCB advice that includes Prevent and Online Safety plus informal updates. Induction training will include Online Safety, Pupil behavior and Whistleblowing and Acceptable use of IT, Staff/pupil relationships, and communications including the use of Social Media. Staff should refer to the Anti-Bullying Policy with specific reference to the action taken to support both the victim and perpetrator.
- The school will ensure that staff have the skill to recognize the vulnerability of children with SEND including peer on peer abuse. Staff need to refer the Special Educational Needs and Disability Policy and the Anti-Bullying Policy.
- All staff are trained during induction and annually thereafter to manage a report on child on child sexual violence and sexual harassment.
- The DSL acts as a source of support and expertise to the school community.
- The DSL understands OSCB procedures.
- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file.
- Refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure.
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation.
- Ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed.
- Attends and/or contributes to child protection conferences in accordance with local procedure and guidance.
- Co-ordinates the school's contribution to child protection plans.
- Develops effective links with relevant statutory and voluntary agencies.
- Ensures that all staff sign to indicate that they have read and understood this policy.
- Ensures that the child protection policy is updated annually.
- Liaises with Mrs Eve Leung (Board member for Safeguarding), on behalf of the Proprietor of Windrush Valley School, as appropriate.
- Keeps a record of staff attendance at child protection training.
- Provides an annual safeguarding report to Mrs Eve Leung, on behalf of the Proprietor of Windrush Valley School, which is sent to the LADO/Safeguarding team at County Hall no later than the December of the academic year, following the academic year to which the report applies.
- Makes this policy available to parents.

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

## **Deputy DSL(s)**

Is trained to the same standard as the DSL and, in the absence of the designated safeguarding lead, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

### **All staff will:**

Follow the Oxfordshire Safeguarding Children Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse (these can be found at [www.OSCB.org.uk](http://www.OSCB.org.uk) .

The school will therefore:

- Implement and follow part 1 of this guidance.
- Understand that the collective responsibility to safeguard children requires everyone to share any concerns that they may have about children.
- Support the child's development in ways that will foster security, confidence and resilience.
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children where appropriate.
- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral. See guidance on record keeping:
  - [http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour\\_attendance/safeguarding\\_child\\_protection/Keeping\\_Child\\_Protection\\_Records.doc](http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour_attendance/safeguarding_child_protection/Keeping_Child_Protection_Records.doc)

## **13. Supporting Children**

- Staff recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- Staff accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The school will support all children by:

- Encouraging the development of self-esteem and resilience in every aspect of life.
- Promoting a caring, safe and positive environment.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Notifying Social Care when a child attending the school is privately fostered.
- Providing continuing support to a pupil (about whom there have been concerns in addition to the child protection file) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school in advance of a pupil leaving.

#### **14. Confidentiality**

- The school recognises that all matters relating to child protection are confidential.
- The DSL will disclose personal information about a child to other members of staff on a need to know basis only.
- However, all staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- The school will always undertake to share the intention to refer a child to Social Care with the parents /carers, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, the school will consult with the Schools Safeguarding Team or Social Care on this point.
- The school will take a 'no names consultation' with the local Assessment Teams / MASH team to discuss any concerns; it is understood that if asked for a name such a disclosure will then become a referral.

#### **15. Supporting Staff**

- It is recognised that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- Support for such staff will be provided with an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

- A Code of Conduct has been implemented for staff in the school. This forms part of staff induction and is in the staff handbook. It is understood that staff should have access to advice on the boundaries of appropriate behaviour; this will be provided as necessary.
- All staff understand that the use of mobile telephones to photograph children is not allowed; neither is the general use of personal devices outside of the staff room or when actively involved with children. This also and specifically includes staff working within the EYFS.
- The school ensures that the DSL has access to support and appropriate workshops, courses or meetings as organised by the LA.

## 16. Allegations against staff

- Staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- The school understands that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- On all such occasions the Headteacher will discuss the content of the allegation with the Designated Officer for the Local Authority (LADO), **before taking any action.** Contact should be made with
  - Alison Beasley, Interim Designated Officer (01865 815956),
  - Donna Crozier, Assistant Designated Officer (01865 816382).
  - LADO team 01865 810603 or [Lado.safeguardingchildren@oxfordshire.gov.uk](mailto:Lado.safeguardingchildren@oxfordshire.gov.uk)
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Proprietor (via Mrs Taylor, Board member for Safeguarding) who will consult with LADO, without notifying the headteacher first.
- The school will follow the procedures for managing allegations against staff, as outlined in Keeping Children Safe in Education 2018.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, the Headteacher will consult with the Designated Officer's team and the Proprietor before making any decisions around suspension.
- See flowchart appendix B
- The school will inform the Disclosure and Barring Service and the Teacher Regulation Agency where a person has been dismissed or professional misconduct has occurred.

## **17. Whistleblowing**

- The school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the LADO or Safeguarding Team where necessary.
- See full details in our whistleblowing policy.

## **18. Physical Intervention/Positive Handling**

- The school policy on physical intervention/positive handling by staff is set out separately, as part of the Behaviour Policy. It complies with LA Guidance, 'The Use of Force to Control or Restrain Pupils' 2010.
- Where such intervention is necessary [only in the event of protecting the child or others] it involves using no more force than is necessary and may involve passive physical contact or active physical contact.
- Such events should be recorded and signed by a witness.
- It is recommended that staff who are likely to need to use physical intervention should be appropriately trained.
- The school understands that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and/or causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **19. Anti-Bullying**

- The policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that, if left unresolved, can become a child protection matter. The school takes seriously any bullying concerns and both investigates and acts to protect pupils where appropriate.
- The school liaises with the anti-bullying co-ordinator from OCC where appropriate <http://schools.oxfordshire.gov.uk/cms/content/anti-bullying>
- See full details in the Anti-bullying policy.

## **20. Health & Safety**

- The school's Health and Safety policy reflects the consideration given to the protection of the children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.
- See full details in the Health and Safety policy.

## 21. Children with Special Educational Needs

The school recognises that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

## 22. Types of abuse and neglect

All Windrush Valley School staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities. This may not necessarily involve a high level of violence; as a consequence the child may not be aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
  
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
  
- **Peer-on-Peer abuse:** All staff recognise that children are capable of abusing their peers, that the school takes such abuse seriously and does not tolerate it or pass it off as 'banter', 'just having a laugh' or 'part of growing up'. Staff recognise the gendered nature of peer-on-peer abuse (that it is more likely that girls will be victims and boys perpetrators). That peer-on-peer abuse can take many forms, such as:
  - Sexual violence and harassment.
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
  - Sexting (also known as youth produced sexual imagery). See [searching screening and confiscation advice for schools](#); and the UK Council for Child Internet Safety (UKCCIS) Education Group published [advice for schools and colleges on responding to sexting incidents](#).
  - That such abuse can take place wholly on-line or via other forms of technology and may be used to facilitate off-line abuse.

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

### 23. Specific safeguarding issues

- All staff have an awareness of safeguarding issues- some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truancing and sexting put children in danger.
- All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff are made clear of our policy and procedures with regards to peer on peer abuse.
  - bullying including cyberbullying <http://schools.oxfordshire.gov.uk/cms/content/anti-bullying> and DfE advice [Preventing bullying including cyberbullying](#)
  - children and the court system. Ministry of Justice (MoJ) [Advice for 5-11 year olds witnesses in criminal courts.](#)
  - children missing education <http://schools.oxfordshire.gov.uk/cms/content/pupil-tracking> and DfE statutory guidance [Children missing education](#)
  - child missing from home or care [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/307867/Statutory\\_Guidance\\_-\\_Missing\\_from\\_care\\_3\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf)
  - child sexual exploitation (CSE) –<http://www.oscb.org.uk/themes-tools/cse/> and Annex A and DfE [Child sexual exploitation: guide for practitioners.](#)
  - domestic violence <http://www.oscb.org.uk/themes-tools/domestic-abuse/>
  - drugs [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf) and DfE and ACPO guidance [Drugs: advice for schools.](#)
  - fabricated or induced illness [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)
  - faith abuse [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/175437/Action\\_Plan\\_-\\_Abuse\\_linked\\_to\\_Faith\\_or\\_Belief.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf)
  - female genital mutilation (FGM) <http://www.oscb.org.uk/themes-tools/fgm/> and Annex A
  - forced marriage and honour-based violence <https://www.gov.uk/guidance/forced-marriage> and Annex A

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

- gangs and youth violence <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- gender-based violence/violence against women and girls (VAWG) <https://www.gov.uk/government/policies/violence-against-women-and-girls>
- hate <http://educateagainsthate.com/>
- mental health <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- missing children and adults strategy <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
- online safety <http://schools.oxfordshire.gov.uk/cms/content/internet-safety-and-cyberbullying>
- private fostering <https://intranet.oxfordshire.gov.uk/cms/team-content/private-fostering>
- preventing radicalisation –<http://www.oscb.org.uk/themes-tools/prevent-extremism/> and Annex A
- relationship abuse <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>
- sexting <https://www.disrespectnobody.co.uk/sexting/what-is-sexting/> and Annex A
- trafficking <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Annex A contains important additional information about specific forms of abuse and safeguarding issues. All staff are provided with a copy of KCSIE (Annex A) and demonstrate their knowledge and understand of the contents through regular staff meetings, briefings and discussions.

#### **24. Online safety**

Pupils occasionally work online in our school, we recognise that it is crucial to safeguard our pupils from potentially harmful and inappropriate online material. As such we ensure appropriate filters and appropriate monitoring systems are in place and access to internet sites is severely restricted. Pupils are not allowed to have mobile devices in school and staff may not use their devices outside of the staff room or when involved with children. Photographing of children is limited by the use of school provided devices (camera or I-pad) only.

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

## **25. Opportunities to teach safeguarding**

Our pupils are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through our bespoke 'My World' curriculum covering personal, social, health and economic education (PSHE), and through sex and relationship education (SRE).

## **26. Allegations of abuse made against other children (peer-on-peer abuse)**

Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it will be considered as a child care and protection issue for both children, involving full investigation and involvement of the DSL.

Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Staff should again refer to the Anti-Bullying Policy and specifically the support offered to both the victim and the perpetrator. Staff should also refer to the Special Education Needs and Disability Policy.

## **27. Dealing with Disclosures**

### **Receive**

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

**If a pupil asks to speak to you about a problem do not promise confidentiality but explain that it may be necessary to consult a colleague.**

### **Reassure**

Stay calm, no judgements, empathise. Never make a promise that you can keep what a child has said a secret. Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

### **React**

React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions e.g. 'is there anything else you want to say?'

If you need to ask more questions again keep to 'open' questions, 'tell me a bit more about that'

If you do ask questions remember to record the questions you ask as well as the responses the young person gives.

Do not criticize the perpetrator; the student may have affection for him/her.

Explain what you will do next – inform Designated Safeguarding Le, keep in contact.

### **Record**

If possible, make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Try to record what was actually said by the student rather than your interpretation of what they are telling you, be factual at all times.

Record the date, time, place and any noticeable non-verbal behaviour.

### **Report**

Report the incident to the Designated Safeguarding Lead and do not tell any other adults or students what you have been told.

**Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.**

## **28. Record Keeping**

The Designated Safeguarding Lead is responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order.

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Keeping\\_Child\\_Protection\\_Records.doc](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Keeping_Child_Protection_Records.doc)

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

## **Annex A Specific safeguarding issues**

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Children missing from education**

All staff should be aware that 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 should be aware of their school or college's unauthorised absence and children missing from education procedures.

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009).

### **Key Facts about CSE**

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked after Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

### **Good practice – Individuals**

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective / behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

### **Good practice – Organisations**

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

### **Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>12</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

### **Domestic Abuse**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

### **So-called 'honour-based' violence**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

### **Female Genital Mutilation FGM**

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for any person (regardless of their nationality or residence status) to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

### **Forced marriages (FM)**

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

## **Prevent**

The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on specified schools to have “due regard to the need to prevent people from being drawn into terrorism”. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The Proprietor of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes.

Schools/settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas –

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements consider the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school

### **Sexting in schools**

Flowchart for settings

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-FlowchartofConcern.pdf>

Information booklet

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-InformationBooklet.pdf>

Risk assessment

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-RiskAssessment.pdf>

The Governors are satisfied with this policy and how the DSL and DDSL are fulfilling their roles.

## **Sexual violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **What is Sexual Violence and Sexual Harassment?**

#### **Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/19 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

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

#### **Sexual Harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

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

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

#### **The response to a report of sexual violence or sexual harassment**

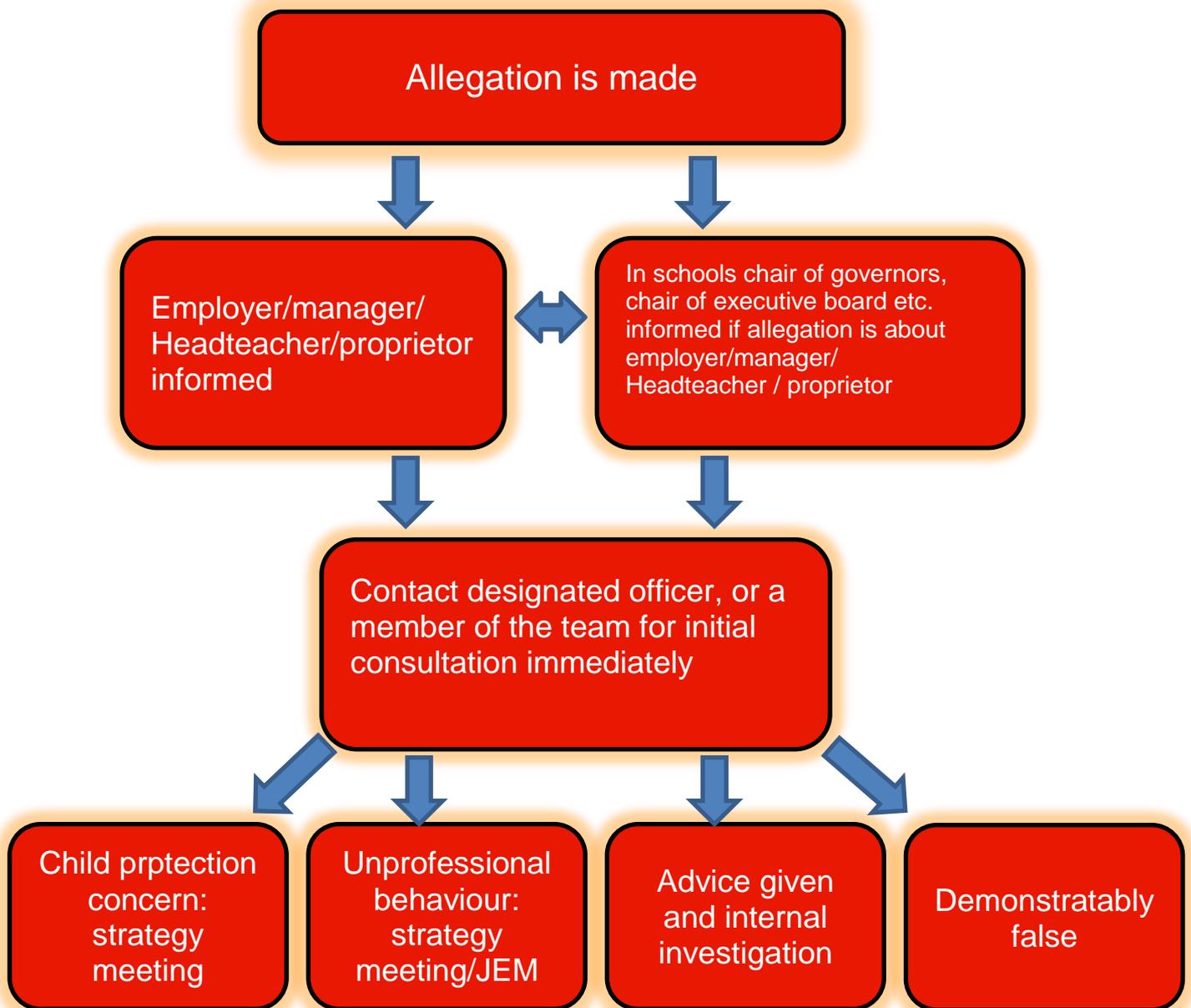
The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph in part one of this policy. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

**Annex B**

**Allegation flowchart**

If you have a concern that a person who works with children and young people may have behaved inappropriately or you have received information that may constitute an allegation you must:



Please note JEM: Joint Evaluation Meeting

**Annex C**

**Actions where there are concerns about a child**

