

Lees Primary School
‘Committed to the welfare and safety of its pupils’



Safeguarding, Child Protection and Prevent Duty Policy

Status & Review Cycle: Statutory/Annual

1.0 Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: ‘Working Together to Safeguard Children’ 2018 ‘and ‘Keeping Children Safe in Education’ 2018.
- 1.2 Lees Primary School takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff¹, volunteers, members, Schoolees and governors, have a full and active part to play in protecting our children from harm, and that the child’s welfare is our paramount concern.
- 1.4 All staff believe that Lees Primary School should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
 - 1.5.1 To support the child’s development in ways that will foster security, confidence and independence.
 - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.5.3 To raise the awareness of all teaching, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (with guidance notes set out in Appendices One and Two attached hereto)
 - 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and that ensure Lees Primary School contributes to assessments of need and support packages for those children.
 - 1.5.5 To emphasise the need for good levels of communication between all members of staff.
 - 1.5.6 To develop a structured procedure within the School, which will be followed by all members of the school communities in cases of suspected abuse.
 - 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police, Social Care, Early Help and Bradford LA.
 - 1.5.8 To ensure that all staff and volunteers working within our School who have substantial access to children (adults ‘in regulated activity’) have been risk assessed/checked as to their suitability; including verification of

¹ Wherever the word “staff” is used, it covers ALL staff on school sites, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

their identity, qualifications, and a satisfactory enhanced DBS check. Records of these staff and volunteers are kept on the school's Single Central Record.

2. Safe Schools, Safe Staff

2.1 We will ensure that:

2.1.1 All members of the Governing Body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection Policy together with a staff behaviour code of conduct section in the school's Staff Handbook.
- The School operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and will make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been, had they not resigned.
- The Headteacher (Ed Whitehead) takes lead Safeguarding responsibility (and is identified as the Designated Safeguarding Lead).
- Deputy DSLs (A Broadbent, K Spargo) support the Headteacher (and form the school's Safeguarding Team). All members of this team have undertaken DSL 'new to role' training and attend 'update' training at least every 2 years.
- All other School staff and volunteers have regular, on-going Safeguarding training; both in school and online.
- Any identified weaknesses in Child Protection practice are reviewed and remedied immediately.
- A member of each school's Governing Body (Anna Whitaker) is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the website of Lees Primary School or by other means.
- The Governing Body of the school considers how children may be taught about Safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE), E-Safety sessions and/or through sex and relationship education (SRE).

2.1.2 All members of staff and volunteers are provided with safeguarding and child protection awareness information at induction, including specific safeguarding and child protection procedures in the school and knowledge of whom to discuss a concern with.

2.1.3 Staff are trained in and receive regular updates on E-safety and reporting concerns.

2.1.4 Governors have regular child protection and safeguarding awareness training, to maintain their understanding of the signs and indicators of abuse.

2.1.5 All members of staff, volunteers, and governors know how to respond to a child who discloses abuse.

2.1.6 Parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through

publication of the school's Safeguarding, Child Protection and Prevent Duty Policy on the school's website.

- 2.1.7 The Bronte Academy Trust's lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
 - 2.1.8 Any community users organising activities for children are made aware of the school's child protection guidelines and procedures.
 - 2.1.9 Any child protection type concerns or allegations against adults working in Lees Primary School schools are referred to the LADO² for advice, and any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)³ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.2 Our procedures will be regularly reviewed and up-dated.
 - 2.3 The names and photographs of the designated members of staff for Child Protection (the DSL and Deputy DSLs) are clearly advertised in the school, along with a flow chart explaining the school's role in referring and monitoring cases of suspected abuse.
 - 2.4 All new members of staff will be directed to a copy of the Safeguarding and Child Protection and Prevent policy, as part of their induction into the school.

3. Responsibilities

- 3.1 All staff, governors and volunteers at Lees Primary School share collective responsibility for the safeguarding of children. In addition, the Designated Safeguarding Leads are responsible for:
 - 3.1.1 Listening to any staff or volunteer concerns, then referring a child (if there are concerns about possible abuse) to the Children's Social Care initial contact point. Referrals should then usually be followed up in writing (CSC will advise) using the Bradford Referral or early Help referral forms.
 - 3.1.2 Keeping written (CPOMs) records of concerns about a child, even if there is no need to make an immediate referral.
 - 3.1.3 Ensuring that all such records are kept confidentially and securely and until a child's 25th birthday, and are copied on to the child's next school.
 - 3.1.4 Liaising with other agencies and professionals, for the benefit of children in the school's care.
 - 3.1.5 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with parents.
 - 3.1.6 Ensuring that any child currently with a child protection plan, who is absent in the educational setting without explanation for two days, is referred to their key worker's Social Care Team.

² LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

³ Contact the LADO for guidance in any case

- 3.1.7 Organising safeguarding inductions and on-going safeguarding training every year, for all school staff and volunteers.
- 3.1.8 Completing regular safeguarding audits along with the Safeguarding Governor (Anna Whitaker) and/or Bronte Academy Trust.
- 3.1.9 Providing regular reports to the school's Governing Body, detailing any issues in school, changes to policy and/or procedures; training undertaken by the Safeguarding Leads, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)⁴

4. Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3 We 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.
- 4.4 We recognise that some children with SEND may be more vulnerable to bullying, isolation and abuse. We also recognise that some children with behavioural needs may exhibit challenging and aggressive behaviour towards others.
- 4.5 Lees Primary School will support all children by:
 - 4.4.1 Promoting a caring, safe and positive environment within the school.
 - 4.4.2 Encouraging self-esteem and self-assertiveness, through the curriculum as well as in our relationships with children, whilst not condoning aggression or bullying.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.4 Notifying Social Care as soon as there is a significant concern.
 - 4.4.5 Providing continuing support to a child about whom there have been concerns who leaves Lees Primary School, by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
 - 4.4.6 Closely monitoring vulnerable SEND pupils, to ensure that the potential risks of abuse are reduced. This is the specific responsibility of the SENDCo (A Sharrock) who is also a DSL.

⁴ A model format for the Governors Annual Report is available from Governor Services and at www.surreycc.gov.uk/safeguardingchildren

- 4.4.7 Creating individual plans for any pupils who may exhibit challenging behaviour. These plans reduce the risk of physical violence and the need for restraint by staff.

5. Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The DSLs or Deputy DSLs will only disclose any information about a child to other members of staff on a need to know basis.
- 5.3 All staff and volunteers are aware that they have a professional responsibility to share information with other agencies, in order to safeguard children.
- 5.4 All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult Children's Social Care.

6. Supporting Staff

- 6.1 We recognise that staff working in a Lees Primary 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.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL/Deputy DSLs and to seek further support, as appropriate.

7. Allegations Against Staff

- 7.1 All school staff and volunteers 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.
- 7.2 All staff and volunteers should be aware of each school's Positive Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, is given at induction and is outlined in each school's Social Media and ICT Acceptable Use policy.
- 7.4 Staff are instructed that they should always raise concerns they may have about perceived radicalisation or extremist views expressed by colleagues.
- 7.5 We understand that a child may make an allegation against a member of staff.
- 7.6 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher of their school.
- 7.7 The Headteacher, on all such occasions, will discuss the content of the allegation with the Bradford Local Authority Designated Officer (LADO)

- 7.8 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult (as in 7.6 above) without notifying the Headteacher first.
- 7.9 Lees Primary School will follow school procedures for managing allegations against staff. Under no circumstances will schools send a child home (pending such an investigation) unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 7.10 Suspension of the member of staff (excluding a Headteacher) against whom an allegation has been made, needs careful consideration and the Headteacher will seek the advice of the LADO and HR Consultant in making this decision.
- 7.11 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.

8. Whistle-blowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All Lees Primary School staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO (following the school's Whistleblowing Policy).
- 8.3 Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body (Mrs S Cotton), whose contact details are readily available to school staff.

9. Physical Intervention

- 9.1 Risk assessments should be adhered to for all children identified as at high risk of future physical intervention.
- 9.2 The school acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.3 Such events should be recorded on a Physical Restraint Form and signed by staff involved and a member of the school's Senior Leadership Team.
- 9.4 Staff who are likely to need to use physical intervention should be appropriately trained (Team Teach).
- 9.5 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 9.6 We recognise that touch is appropriate in the context of working with children, and all staff and governors have been given guidance to ensure that they are clear about their professional boundary.⁵

⁵ 'Guidance on Safer Working Practices is available on the DfE website

10. Anti-Bullying

10.1 Our policies on anti-bullying are set out in separate Lees Primary School documents and the School acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, eg: cyber, racist, homophobic and gender related bullying. Lees Primary School schools keep a record of known bullying incidents on CPOMs. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied /victims of child abuse.

11. Racist Incidents

11.1 Lees Primary School and acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. The school keeps a record of racist incidents on CPOMs.

12. Prevention

12.1 We recognise that Lees Primary School plays a significant part in the prevention of harm to children, by providing them with good lines of communication with adults, supportive friends and an ethos of protection.

12.2 The school will therefore:

12.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

12.2.2 Include regular consultation with children eg. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had good lunchtimes/playtimes.

12.2.3 Facilitate Nurture Room provision and specialist staff) who can support the social and emotional needs of vulnerable children.

12.2.4 Ensure that all children know there is are adults in the school whom they can approach if they are worried or in difficulty.

12.2.5 Include safeguarding teaching across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work will be undertaken in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

12.2.6 Ensure all staff are aware of school guidance for GDPR and for their use of mobile technologies and their associated risks.

THE 'PREVENT' DUTY (2015)

Statement of intent

Protecting children from the risk of radicalisation is part of Lees Primary School's wider safeguarding duty. The school will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the local tri-partnership, as appropriate.

Radicalisation: a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

Extremism: holding extreme political or religious views; fanaticism.

1. Training

The DSL/Deputy DSLs are available to provide advice and support to other staff on how to protect children against the risk of radicalisation. The Designated Safeguarding Lead will facilitate formal training sessions/updates for all members of staff, volunteers and school governors (both face-to-face and online), to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

2. Risk indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with a particular group
- Conversation increasingly focused on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause.

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging.

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their family's country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination.

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life/local community values

Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with staff requests
- Condoning or supporting engagement with extremist ideologies or groups.

Making a judgement

When making a judgement, Lees Primary School staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

3. Referrals

At Lees Primary School, we are committed to protecting our children from radicalisation through a process of early intervention.

All staff are encouraged to raise any concerns they might have about a child with their school's DSL or a Deputy DSL. The Designated Safeguarding Lead will then assess the situation and decide whether further action is required. If so, they will then discuss any concerns with the Safeguarding Team and decide the best course of action regarding a referral to external agencies (eg. Social Care or the Channel Programme). Any decisions made will be made on a case-by-case basis and staff must be made aware that if they disagree with a decision not to refer, they are entitled to make a referral themselves where they harbour genuine concerns that a child is at risk.

13. Health and Safety

The Lees Primary School Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and when away from the school and when undertaking school trips and visits.

14. Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated through:

- Governing Body/Trustee visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of LGB minutes
- Logs of bullying/racist/behaviour incidents for SLT and LGB to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of Nurture Room.

This policy also links to School schools' policies on:

Behaviour, Whistleblowing, Anti-bullying, Health & Safety, Attendance, Teaching and Learning, First Aid, ICT and Social Media, E-safety, Intimate Care.

APPENDIX ONE

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Marks and injuries
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm or abuse
- Justifies the need for careful assessment and discussion with Designated Safeguarding Leads
- May require consultation with and/or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent from the home or may be misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse/violence

Lees Primary School staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth, which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on children
- Bruising on the arms, buttocks and thighs (may be an indicator of sexual abuse).

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others.

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Peer- on- Peer Abuse

Lees Primary School recognises that children are capable of abusing their peers. Peer abuse should never be tolerated or passed off as “banter” or “part of growing up” and the victims of peer on peer abuse will be supported. Sexual violence and sexual harassment, whether physical, verbal (on or offline) exist on a continuum and may overlap.

Sexual harassment is defined as ‘unwanted conduct of a sexual nature’. Offences of sexual violence are identified in The Sexual Offences Act 2003 as rape, assault by penetration and sexual assault.

There are different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

The School's PSHE curriculum and work with children on mutual respect, personal space and appropriate touch reduces the risk of inappropriate sexual activity. The Nurture Team also support children as an early intervention, if school believes that they need additional education around boundaries.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

Sexual harassment is defined as 'unwanted conduct of a sexual nature'. Abusive sexual activity includes any behaviour involving coercion, threats, aggression, together with secrecy, or where one participant relies on an unequal power base. Examples may include rape, assault by

Assessment

In order to more fully determine the nature of an incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials (between the parties) of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

If an allegation/suspected incident of peer-on-peer abuse comes to the school's attention:

- The incident should be referred to the DSL as soon as possible.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the children involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

Assessment

In order to more fully determine the nature of an incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials (between the parties) of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence

- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

If an allegation/suspected incident of peer-on-peer abuse comes to the school's attention:

- The incident should be referred to the DSL as soon as possible.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the children involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records

APPENDIX TWO

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in

affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that Lees Primary School staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that Lees Primary School schools take action **without delay**.

Signed 3 September 2018

Chair of Governors.

Next Review Date: September 2019 (or earlier, if legislation changes)