



Hillside Primary School & Nursery  
Safeguarding and Child Protection Policy & Procedures Handbook  
Date Approved: 26.09.23

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Contents	Page
Important Contact Information	3
Introduction	4
Prevention	6
Procedures	8
• Definitions	8
• Equality Statement	9
• What to do if you are concerned	9
• DSL Team	11
• Governing Body responsibilities	13
• Working with other agencies	16
• Record Keeping	16
• DSL team responsibilities	18
• Communication with parents/carers	18
• Child on Child Abuse	19
• Sexual Violence/Sexual Harassment/Harmful Sexual Behaviours	19
• Managing allegations of child on child abuse	23
• Online safety and mobile technology	31
Supporting Children	33
Preventing Unsuitable People Working with Children	44
Other related policies	47
Appendix A - Categories of abuse	51
Appendix B - Dealing with allegations or concerns about an adult working with children	54
Appendix C - PSHE/RSE curriculum overview	56
Appendix D - Relevant documents	58
Appendix E - Responding to Prejudice Related Incidents Procedure	59

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding leads (DSLs)	Lucy Wass (DSL Lead) Ola Arkuszewska (Deputy DSL) Paul Laws (Deputy DSL) Heidi Ransom (Deputy DSL)	01473 601 402 EXT 2108 EXT 2103 EXT 2102
Local authority designated officer (LADO)	Suffolk LADO	lado@suffolk.gov.uk 0300 123 2044
Chair of governors	Richard Hanson	
Channel helpline	020 7340 7264	
MASH Professional Consultation Line	0345 606 1499	
Customer First	<a href="https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=NYFizl7NuJU">https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=NYFizl7NuJU</a>	0800 800 4005
Early Help Team	01473 263 391	
Emergency Duty (Out of Hours)	0800 800 4005	
Suffolk Safeguarding Partnership	<a href="https://suffolksp.org.uk/">https://suffolksp.org.uk/</a>	
Police	<a href="https://www.suffolk.police.uk/contact-us/report-something">https://www.suffolk.police.uk/contact-us/report-something</a>	999 (Emergency) 101 (non-Emergency)
Child Exploitation and Online Protection Agency	<a href="http://www.ceop.org.uk">www.ceop.org.uk</a> <a href="http://thinkuknow.co.uk">http://thinkuknow.co.uk</a>	
NSPCC Whistleblowing Hotline	0800 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>	

## **INTRODUCTION**

Hillside Primary School fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2023). All staff must be made aware of their duties and responsibilities under Part One of this document, which are set out below.

Staff should read the above document together with 'Annex B' of 'Keeping Children Safe in Education', 2023 and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015) if they are working directly with children.

Through their day-to-day contact with children and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to children and the creation and maintenance of a whole school protective ethos;

PROCEDURES for identifying and referring cases, or suspected cases, of abuse and/or exploitation. The definitions of the categories of abuse are attached (see Appendix A);

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others;

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the school website.

## **1.0 - PREVENTION**

1.1 - We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 - The school will therefore:

1.21 - Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.

1.22 - Ensure children know that there are trusted adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

1.23 - Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

1.24 - Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality.

1.25 - Ensure that all school staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be responded to in accordance with our 'Responding to Prejudice-Related Incidents Procedure'. This can be found in appendix E.

1.26 - Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult or other children.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2021)

1.27 - The Hillside PSHE and Personal Development curriculums, supported by the Islington PSHE Scheme (Appendix C) includes specific units designed to support children to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. Children are encouraged to consider the qualities they would look for in a trusted adult, how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children learn that each person's body belongs to them, the correct language for body parts, including genitals and how to identify unsafe or inappropriate physical contact. With the older children, they learn about what sorts of behaviours constitute abuse and neglect. All children have explicit teaching about how to seek help and advice from others.

## **2.0 - PROCEDURES**

### 2.1 – Terminology and Definitions:

2.11 - Safeguarding and promoting the welfare of children means:

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

2.12 - Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

2.13 - Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

2.14 - Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

2.15 - Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

2.16 - Children includes everyone under the age of 18.

2.17 - The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

A clinical commissioning group for an area within the LA

The chief officer of police for a police area in the LA area



## 2.2 - Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

Have special educational needs (SEND) or disabilities or health conditions (see section 11)

Are young carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

Have English as an additional language

Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

Are asylum seekers

Are at risk due to either their own or a family member's mental health needs

Are looked after or previously looked after (see section 12)

Are missing from education

Whose parent/carer has expressed an intention to remove them from school to be home educated

## 2.3 - **What to do if you are concerned.**

If a child makes an allegation or disclosure of abuse, neglect or any safeguarding concern, against an adult or other child or young person, it is important that you:

- Do stay calm and listen carefully.
- Do consider your body language and facial expressions. It is important not to look shocked or upset by what the child has told you.

- Do ensure that the child knows that you believe what they have told you.
- Do allow the child time to talk.
- Do ask the child if they would like to move to a more private space within the school to talk to you, if this is possible.
- Use TED and open questions – Tell me, explain, describe
- Do reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Explain what will happen next and that you will have to pass this information on to a DSL.
- Use the DSL posters and Time to Talk posters in every classroom as a reference point for photographs of the DSLs. Explain why it is important that what they have said is shared with a DSL.
- Do not promise to keep what they have told you a secret.
- Do inform your Designated Safeguarding Lead immediately.
- Do not discuss the concern raised with anyone else.
- Do record the safeguarding concern using My Concern. Ensure all relevant information is recorded. Ensure the record is factual and that the report is clear. Ensure that the child's words are written as they have been spoken. Where this is challenging, ensure that the record states what were the child's words and what is an adult's recording of the conversation. If the internet is not working the concerns will be recorded using a PINK Record of Concern (ROC). These are available from the staff room.
- Do not include your opinion.
- Do refer without delay. Concerns relating to significant harm must be referred to a DSL immediately.

### **What Happens Next?**

The DSLs will receive the safeguarding concern electronically and will use a range of information available to them to consider the risk of significant harm and make decisions about next steps. This may include other safeguarding information (current and historical), contacting the MASH Professionals line, contacting the parent/carer, consideration of early help and referring to Social Care and or Police or other agencies.

## 2.4 - DSL Team

### **Mrs Lucy Wass**

Headteacher and Designated Safeguarding Leader\_

[l.wass@hillsideprimary.co.uk](mailto:l.wass@hillsideprimary.co.uk)

### **Miss Ola Arkuszewska**

Pupil and Family Welfare Lead and Deputy Designated Safeguarding Lead

[a.arkuszewska@hillsideprimary.co.uk](mailto:a.arkuszewska@hillsideprimary.co.uk)

### **Mr Paul Laws**

Assistant Headteacher and Deputy Designated Safeguarding Lead

[p.laws@hillsideprimary.co.uk](mailto:p.laws@hillsideprimary.co.uk)

### **Mrs Heidi Ransom**

Inclusion Mentor and Deputy Designated Safeguarding Lead

[h.ransom@hillsideprimary.co.uk](mailto:h.ransom@hillsideprimary.co.uk)

The Named Safeguarding Governor is Richard Hanson.

[rhanson@chantryacademy.org](mailto:rhanson@chantryacademy.org)

## **2.5 - The Governing body will:**

2.5.1 - Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

2.5.2 - Ensure that the role of DSL and DDSL is explicit in the role holder's job description (as outlined in Keeping Children Safe in Education, 2023 Annex C).

2.5.3 - Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, 2023, Annex C). Ensure that the DSL and deputies have undertaken the two-day training and that this training is updated at least every two years.

2.5.4 - Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via updates, bulletins, meetings, further reading or additional training at least annually.

2.5.5 - Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the point of induction.

2.5.6 - Ensure that staff members understand their safeguarding responsibilities and raise concerns via the electronic system, My Concern, immediately.

2.5.7 - Ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available.

Contingency Arrangements: In the event of an emergency situation and the unlikely event of all members of the DSL team not being available, staff should work directly with the Headteacher and Deputy Headteacher to discuss concerns and raise them on My Concern. The Headteacher and Deputy Headteacher will liaise with the MASH Professional Consultation Service to agree the appropriate actions, if needed.

DSL cover during school holidays will be organised between the school's senior leadership team and the Active Learning Trust. A DSL/ member of the senior leadership team will remain on site during after school clubs. All safeguarding procedures will be followed during after school clubs. School trips – the leader will, as part of the risk assessment, ensure that they have direct access to a DSL throughout the trip. PINK ROCS will be completed during the trip. These will be communicated from a safe and confidential space during the trip. The DSL will raise on My Concern and start the response/actions. Residential trips will follow the same process and SLT will ensure access to a member of SLT/DSL at all time throughout the residential. This process will form part of the risk assessment and all staff will be briefed before attending the trip/residential.

2.5.8 - Ensure DSLs liaise with the three safeguarding partners (Local Authority, Integrated Care Board and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.

2.5.9 - Nominate a governor for safeguarding and child protection who has undertaken appropriate training.

2.5.10 - Ensure every member of staff and every governor knows:

- the name of the Designated Safeguarding Lead/Alternates and their role;
- how to identify the signs of abuse and neglect; understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.
- that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful
- how to pass on and record concerns about a child/student;
- that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring safeguarding concerns to the DSL/DDSL;
- what is meant by, and the importance of, showing professional curiosity
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Multi–Agency Procedures on the Safeguarding Children Partnership Board website;

- their role in the early help process;
- the process for making referrals to children’s social care;
- the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.
- the role of filtering and monitoring and the process for reporting issues

2.5.11- Ensure all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. The training should be **regularly updated**, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

2.5.12 - Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies, including low-level concerns and allegations against staff.

2.5.13 - Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website.

2.5.14 - Ensure that this policy is available publicly either via the school website.

2.5.15- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

2.5.16 - Where a child is educated off site or in alternative provision (AP), the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. This includes: written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school. Both settings maintain the safeguarding responsibility for the individual child. Attendance checks will be completed daily by the school (to the AP). The Designated Safeguarding Leads within each setting will ensure that safeguarding procedures are adhered to and will liaise directly with the DSL in the AP. Communication will follow the guidance set out in information sharing doc. Class Teachers from both settings will liaise regularly to ensure curriculum coverage, that protective and educative behaviour strategies are consistent across both settings. Regular parent and pupil meetings will be held with both settings and where possible this will be joint setting meetings.

## **2.6 - Working with Other Agencies**

The school will:

2.6.1 - Work to develop effective links with relevant services to promote the safety and welfare of all children at the school.

2.6.2 - Co-operate as required, in line with 'Working Together to Safeguard Children,' (July 2018 – last updated 01.07.22), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.6.3 - Notify the relevant Social Care Team immediately if:

- it should have to exclude a child who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a child who is subject to a Child Protection Plan;
- there is any change in circumstances to a child who is subject to a Child Protection Plan.

2.6.4 - Ensure file transfer if secure and prompt - when a child who is subject to planning at child protection, child in care, child in need or family network meeting leaves, information will be transferred to the new school immediately. Files will be either transferred electronically or via recorded post within 5 days. The school will track the files sent by recorded post. The school will inform the relevant professionals that the child has left the school.

## **2.7 - Record Keeping**

The school will:

2.7.1 - Keep clear, detailed, accurate, electronic records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded electronically.

2.7.2 - Records should include:

- a clear and comprehensive summary of the concern;
- the child's wishes and feelings;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- a record of any discussion/communication with parents, other agencies etc

2.7.3 - Electronic Records are stored on an identified, purpose-built, secure platform – My Concern.

2.7.4 - Ensure all relevant safeguarding records are sent to the receiving school or establishment when a child moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2023.

The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

2.7.5 - Make parents aware that such records exist except where to do so would place the child at risk of harm.

2.7.6 - Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

## **2.8 - Confidentiality and information sharing**

2.8.1 - Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The school will:

2.8.2 - Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

2.8.3 - Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.8.4 - Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a child or parent they will refer the request to the Headteacher.

2.8.5 - The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

2.8.6 - If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk



2.8.7 - Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

**The Designated Safeguarding Lead/Alternates will:**

2.8.8 - Disclose information about a child to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.

2.8.9 - Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent where to do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.

2.8.10 - Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)

2.8.11 - In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

2.8.12 - Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

**2.9 - Communication with Parents/Carers**

The school will:

2.9.1 - Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the school website.

2.9.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.

2.9.3 - Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the school believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

## 2.10 - Child-on-Child Abuse

We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

2.10.1 - All forms of child-on-child abuse are unacceptable and will be taken seriously.

2.10.2 - Definitions

### Sexual Violence

The term sexual violence refers to sexual offences under the Sexual Offences Act 2003. These are:

**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 she/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 she/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. Sexual assault covers a wide range of behaviour.

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if she/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents.

Consent

A child under the age of 13 can never consent to any sexual activity.

The age of consent is 16.

Sexual intercourse without consent is rape.

Consent is about having the freedom and capacity to choose. Consent may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time.

### Sexual Harassment

This policy references sexual harassment in the context of child-on-child sexual harassment. Sexual harassment means unwanted conduct of a sexual nature that can occur in person, online, inside and outside of school. Sexual harassment is likely to violate a child's dignity, make them feel intimidated, degraded, humiliated and create a hostile, offensive or sexualised environment.

This is not an exhaustive list; however, sexual harassment can include: sexual comments, telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names, sexual jokes, physical behaviour such as deliberately brushing up against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature.

Online sexual harassment can include consensual and non-consensual sharing of nudes and semi-nude images and videos; sharing of unwanted explicit content; upskirting, sexualised online bullying; unwanted sexual comments and messages; sexual exploitation, coercion and threats.

In respect of the sharing of nudes and semi-nudes (also known as sexting), the school will follow the advice set out in:

UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.

The taking and sharing of nude photographs of under 18s is a criminal offence.

Staff will be aware to consider sexual harassment in broad terms and will understand that all sexual harassment must be challenged. Staff will understand that sexual harassment can create a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

## Harmful Sexual Behaviours

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

The term harmful sexual behaviours is used by professionals working within child protection. Harmful sexual behaviours can occur in person and/or online.

The ages and stages of development of the children are critical factors when considering harmful sexual behaviour. The Designated Safeguarding Leads have undertaken training in using the Brook Traffic Light Tool, which is a tool designed to reference sexual development at different ages.

### 2.10.3 Terminology

To successfully understand and prevent child-on child abuse, including bullying behaviour, it is vital that we understand the roles involved. Professionally and when recording incidents and roles we will use the following terminology:

Target – the individual who is the subject of the bullying behaviour

Perpetrator – the individual who initiates the behaviour and can draw others in.

Reinforcer – the individual who reinforces the situation and increases the perpetrator's sense of power, authority and justification of what they are doing. The reinforcer is usually present even if not directly involved. They incite the perpetrator and gather others to see what is happening.

Assistant – the individual who assists the perpetrator and the reinforcer, possibly by copying that they are doing. This further empowers the perpetrator and reinforcer.

Upstander – the individual who supports the target and may question or challenge those participating in bullying behaviours.

Bystanders – the individual/s who stay removed from the bullying behaviour and either pretend it is not happening or are not actually fully aware.

We will discuss these roles with the children and will ensure that, specifically in reference to the target, the terminology, during discussion, reflects the child's views.

The school will therefore:

2.10.4 - Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

2.10.5 - Provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.

2.10.6 - Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up or banter.

2.10.7 - Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

2.10.8 - Provide high quality Relationship and Sex Education (RSE) and/or enrichment programmes including teaching about consent.

2.10.9 - Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding reporting procedures.

2.10.10 - Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. School will ensure that these children have a trusted adult in school to talk to.

2.10.11 - Recognise the risk of intra-familial harms and provide support to siblings following incidents when necessary.

2.10.12 - The Designated Safeguarding Lead will refer to the Suffolk MASH Team if there is a concern that a young person may be displaying sexually harmful behaviours, may have experienced sexual violence or sexual harassment or other forms of sexual abuse.

### **2.11 - Dealing with Sexual Violence and Sexual Harassment between children**

2.11.1 - Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

2.11.2 - 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 and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The school will:

2.11.3 - Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.

2.11.4 - Provide training for staff on how to manage a report of sexual violence or sexual harassment.

2.11.5 - Make decisions on a case-by-case basis.

2.11.6 - Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.

2.11.7 - Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.

2.11.8 - Consider the welfare of both the victim(s) and perpetrator(s) in these situations.

2.11.9 - Liaise closely with external agencies, including police and social care, when required.

2.11.10 - Refer to 'Keeping Children Safe in Education - Part Five', 2023, 'for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, December 2020)

## **2.12 - Managing Allegations of Child-on-Child Abuse (Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)**

2.12.1 - The Designated Safeguarding Lead and Alternate Designated Safeguarding Leads will advise and lead on the response. Important considerations will include:

- The wishes of the victim. This will however be balanced with the school's duty to safeguard and protect.
- The nature of the alleged incident, including whether a crime may have been committed and/or whether harmful sexual behaviours have been displayed.
- The ages of the children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children – age maturity, confidence, special educational needs and learning difficulties.
- If the alleged incident is a one-off or a sustained pattern of abuse

- That sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- The ongoing risks to the victims, other children, adult students or school staff
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

2.12.2 - The DSL/ADSLs will lead on how the alleged perpetrator will be informed of the allegation. This will be documented on the school's safeguarding system. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator, and any other children involved. If the disclosure refers to children who attend a different school, the DSL/ADSLs will contact the safeguarding leads of the other school.

2.12.3 - All concerns raised will be considered on a case-by-case basis. It is likely that advice will be sought from other agencies including the Multi-Agency Safeguarding Hub (MASH) and the Police and this advice may result in a referral to either or both agencies. All responses are underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.

2.12.4 - Keeping Children Safe in Education (2023), Part 5 states that reports of child-on-child sexual violence, sexual harassment and/or harmful sexual behaviours can be managed in the following ways.

Managing internally

Managing with support from Early Help

Referring to Social Care

Reporting to the Police. This is likely to be in parallel to referring to social care.

Where a report of rape, assault by penetration or sexual assault is made, the information will be reported to the police. The age of criminal responsibility is 10; however, if the alleged perpetrator is under 10 the principle of reporting to the police will remain. The police will take a welfare, rather than a criminal justice approach in these cases.

2.12.5 - All concerns will be reported electronically, and all decision making will be logged on the electronic safeguarding system. The school will inform parents and carers unless there are

compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk.

#### 2.12.6 - Risk Assessment

When a concern of sexual violence the DSL/ADSL will make an immediate risk and needs assessment. The following will be considered:

The victim – their protection and support

Whether there have been other victims

The alleged perpetrator

2.12.7 - Other children at the school and actions taken to protect them from the alleged perpetrator and/or future harms. Where there has been a report of sexual harassment and/or sexual violence, the need for a risk assessment will be considered on a case-by-case basis. Risk assessments will be recorded electronically on My Concern and will be kept under review. The DSL/DDSL will engage with social care and specialist services as required.

#### 2.12.8 - Safeguarding and Supporting the Victim

Support will be tailored on a case-by-case basis to ensure a proportional response is provided and may include:

- School based support – timetabling, classes, specific areas of the school, toilets will be discussed with the victim and their parents and will form part of the ongoing risk assessment. A point of contact will be provided within school and where possible this will be a member of staff named by the child.
- It is likely that the victim and the alleged perpetrator will be separated as far as is feasibly possible. The victim's wishes will be considered in all decision making.
- Early Help
- Support from Children's Social Care (MASH)
- Support from Children and Young People's Independent Sexual Violence Advisors (ChISVAs)
- Support from agencies such as Rape Crisis, The Survivors Trust, Fresh Start, New Beginnings, NSPCC and Lucy Faithful Foundation
- Support from Child and Adolescent Mental Health Services – Emotional Wellbeing Hub



### 2.12.9 - Safeguarding and Supporting the Alleged Perpetrator

Support will be tailored on a case-by-case basis to ensure a proportional response is provided. The school has a responsibility to provide the alleged perpetrator with an education, safeguarding support and to implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can occur at the same time if necessary.

In regard to disciplinary action, the school's behaviour policy will be followed, which will focus on education and a restorative approach where possible. The school will also apply the Exclusions Statutory Guidance and the Active Learning Trust's Exclusions Policy, where appropriate.

Keeping Children Safe in Education 2022 pg. 133 states the following:

*Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis.*

2.12.10 - A child abusing another child may be an indicator that they have been abused themselves. The school will work with other professionals to support an understanding as to why a child may have abused a peer. As a child, any alleged perpetrator is entitled to, deserving of and should be provided with a high level of support to help them understand and overcome reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again.

### 2.12.11 - Supporting other children affected by child-on-child abuse

This could include a friend of either the victim or perpetrator, a sibling or a peer known to the victim or perpetrator.

Support will be tailored on a case-by-case basis to ensure a proportional response is provided and may include:

School based support - A point of contact will be provided within school and where possible this will be a member of staff named by the child. This could include access to additional pastoral support and/or class-based support.

Further external support will be sought on a case-by-case basis.

## 2.12.12 - A Whole School Approach to Safeguarding and Preventing Child-on-Child Sexual Violence and Sexual Harassment

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female child, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate children about appropriate behaviour and consent
- Ensure children are able to easily and confidently report abuse to any adult in the setting
- Ensure staff reassure victims that they are being taken seriously

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example
  - Children can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a child harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

2.12.13 - All systems, processes and policies within the school will operate with the best interests of the child at their heart.

2.12.14 - Staff will have a secure knowledge of safeguarding and specifically how to report concerns through training and ongoing briefings and updates.

2.12.15 - The curriculum is designed to ensure that children are prepared for life in modern Britain and the values of the school are clearly communicated through policy, curriculum and the pastoral support provided by all staff including the pastoral team.

2.12.16 - The curriculum includes healthy and respectful relationships, what respectful behaviour looks like, consent, stereotyping and equality, body confidence and self-esteem, prejudiced behaviour, that sexual violence and sexual harassment is always wrong, and it addresses cultures of sexual harassment. This content is delivered throughout the curriculum, with specific focus through the relationship education curriculum, the PSHE curriculum and the health curriculum. Additional PSHE lessons are timetabled to respond to specific issues that may arise throughout the year.

2.12.17 - The school has undertaken Trauma Informed Schools training and 3 members of staff have completed the Trauma and Mental Health Informed Diploma. The focus of the behaviour policy is relational, and staff have received significant training on this approach and the importance of developing positive and healthy relationships throughout the school community.

2.12.18 - The development of positive relationships will provide children with the security and safety required to feel confident to talk to staff about all matters pertaining to safeguarding, including sexual violence, sexual harassment and harmful sexual behaviours.

2.12.19 - In addition, the school's pastoral team has a clear presence in the school and children are aware that they can make direct contact with a member of this team.

2.12.20 - Importantly, all staff have a clear understanding of child-on-child abuse and can respond appropriately to concerns raised by children.

2.12.21 - Staff Training

All staff receive training relating to child-on-child abuse. This could include:

Whole school statutory safeguarding training

DSL/ADSLs and SLT - National College – Training – Sexual violence and Sexual Harassment between Children in Schools and Colleges.

DSL/ADSLs Brook Sexual Behaviours Traffic Light Toolkit

Whole School – specific training on child-on-child abuse

Whole School – Curriculum Based Training

2.12.22 - Sharing of Nudes and Semi-Nudes ('sexting')

The school will follow the guidance from the UK Council for Internet Safety. This guidance is available below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1008443/UKCIS\\_sharing\\_nudes\\_and\\_semi\\_nudes\\_advice\\_for\\_education\\_settings\\_Web\\_accessible.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_Web_accessible.pdf)

If staff/volunteers become aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, they will report this concern immediately to a DSL using My Concern.

Staff/Volunteers must not:

- View, copy, print, share, store or save the imagery or ask a child to share or download it.
- Delete the imagery or ask the child to delete it.
- Ask the child who are involved in the incident to disclose information regarding the imagery. This is part of the role of the DSL and other agencies.
- Share information about the incident with other members of staff, the child it involves or their parents and carers. This is part of the role of the DSL and other agencies.
- Say or do anything to blame or shame any child/young person involved.
- Staff/volunteers must explain to the child that they will need to report the incident to a DSL and reassure the child and that the DSL will support them.

2.12.23 - Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or

leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to child(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the children involved which would influence the risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the children involved (in most cases parents/carers should be involved)

2.12.24 - The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any child in the images or videos is under 13
- The DSL has reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

2.12.25 - Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the children involved (if appropriate). If at any point in the process there is a concern that a child has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

#### 2.12.26 - Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the child at risk of harm.

#### 2.12.27 - Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101, or by the electronic police reporting tool.

#### 2.12.28 - Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

### **2.13 - Online safety and the use of mobile technology**

This policy should be read in conjunction with the school's Online Safety Policy.

2.13.1- We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of children, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community. Mobile phones belonging to children must be handed in to the school office at the beginning of the day and collected at the end of the day. Staff and volunteers should limit the use of their own mobile phone to non-contact time.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

### 2.13.2 - The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

**Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

**Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

**Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

**Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

### 2.13.3 - To meet our aims and address the risks above we will:

Educate children about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring children are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Ensure that a robust filtering system is in place to limit exposure to the 4 key categories of risk.
- Ensure that staff, parents and children's are aware that staff have the right to search a child's phones as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings.

- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
  - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when children are not present
  - Staff will not take pictures or recordings of children on their personal phones or cameras

Make all children, parents/carers, staff, volunteers and governors aware that children are expected to sign, appropriate to their age, an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology. Breaches of this agreement will be managed in reference to our behaviour policy and where a safeguarding concern has been raised in reference to the safeguarding procedures handbook and the online safety policy.

Make sure all staff, children and parents/carers are aware that staff have the power to search children's phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)

Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems

Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

### **3.0 - SUPPORTING CHILDREN**

The school recognises that any child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

3.1 - Providing curricular opportunities to encourage self-esteem and self-motivation.

3.2 - Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.

3.3 - Applying the school's behaviour policy effectively. All staff will promote and follow a restorative approach, which focuses on the behaviour of the child but does not damage the child's sense of self-



worth. The school will ensure that the child knows that some behaviour is unacceptable and will support the child to take responsibility for unacceptable choices.

3.4 - Liaise with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management.

3.5 - Liaising with other agencies which support the child such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Suffolk's Harmful Sexual Behaviour Team or Early Help (Targeted Support) Teams.

3.6 - Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

3.7 - The school recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see page 9 of Keeping Children Safe in Education, 2023 for the complete list. The list includes:

### **3.8 - Children with Disabilities, Additional Needs or Special Educational Needs**

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse. Under the Equality Act, there is also a duty to make reasonable adjustments for disabled children and young people.

The school has children with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall wellbeing plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk including in a digital context. The content of lessons (appendix F) will be shared with parents/carers so that these skills can be supported at home.

Teachers and curriculum leaders have developed a range of access strategies and reasonable adjustments to ensure all children are able to access the PSHE curriculum.

The school has children who may have communication difficulties and we are aware that they are vulnerable to abuse because they may be less able to verbally express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by all leaders within the school will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

### **3.8.1 - Young Carers**

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

### **3.8.2 - Children at Risk of Criminal Exploitation**

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will refer to an exploitation risk assessment management tool and refer to the MASH if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

### **3.8.3 - Children at Risk of Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will refer to a risk assessment management tool and refer to the MASH if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

### **3.8.4 - Children Frequently Absent from Education**

The school recognises that children who are absent from education, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors and follows up on attendance of individual childrens closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavours to hold more than one emergency contact for each child to provide additional options to make contact with a responsible adult when a child who is absent from education is identified as a welfare and/or safeguarding concern. Where this is not possible, the school will ensure that this information is documented within the child's safeguarding file, so that this can be referenced if concerns are raised.

When a child is absent from education, the school follows the procedure as set out by Suffolk's Child Missing Education (CME) Team and as documented within the school's CME policy. The school will inform the MASH if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

### **3.8.5 - Children Misusing Drugs or Alcohol**

The school will liaise directly with the MASH team in the following circumstances, where there is evidence of reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the child's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

### **3.8.6 - Children Living with Substance Misusing Parents/Carers**

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

### **3.8.7 - Children Living with Domestic Abuse**

The Domestic Abuse Act 2021, applies to those aged 16 years and over, introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At Hillside Primary School we are working in partnership with Suffolk Police and Suffolk County Council on a scheme this called Operation Encompass. The Suffolk MASH will share police information of all domestic incidents to which Police have been called, where one of our child has been present, with the Designated Safeguarding Lead(s). The MASH team are the lead agency and the school will follow their direction in all cases raised under Operation Encompass. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

### **3.8.8 - Children at risk of 'Honour- Based' Abuse including Female Genital Mutilation**

So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff

are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

The new Marriage and Civil Partnership (Minimum Age) Act 2023 bans marriage for 16 and 17-year-olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

School will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to the MASH. In these cases, parents will not be informed before seeking advice and the case will still be referred to the MASH even if it is against the child's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve the MASH as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

### **3.8.9 - Children who have returned home to their family from care**

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify the MASH as soon as there is a concern.

### **3.8.10 - Children showing signs of Abuse and/or Neglect**

The school recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may

be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

The school will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

### **3.8.11 - Children at Risk of Radicalisation**

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school or colleges safeguarding approach.

The governing body will ensure that a DSL has undertaken Prevent Lead training and that all staff receive training about the Prevent Duty.

All DSLs have undertaken Prevent training. The following member of staff is the Prevent Lead: Miss Aleksandra Arkuszewska (DDSL).

All staff are required to be alert to changes in children's behaviour which could indicate they need help or protection.



## **Behaviours/Indicators of Concern**

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship group and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion
- Talking as if from a scripted speech
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups or justification of their actions
- Possessing or accessing extremist materials or symbols including through social networking sites.
- Using extremist narratives/languages
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause.
- Attempts to recruit others to the group/cause.
- Using insulting or derogatory names for another group.
- Involvement in prejudice-related incidents.

## **What to do if you notice anything of concern**

NOTICE

CHECK

SHARE

- Take the issue seriously and recognise the potential risk of harm to the child.
- Act as quickly as possible to prevent a situation escalating.
- Follow your safeguarding procedures and pass this information to your DSL or Alternate by reporting on My Concern.

Designated Safeguarding Leads and Alternates will gain further advice and make referrals, when appropriate.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

### **Channel Panel**

Channel Panel is an early intervention multi-agency approach to safeguard individuals at risk of radicalisation. At the Channel Panel, an action plan will be drawn up to provide support for the individual. The DSL/Alternate will attend Channel Panel meetings for training purposes and as necessary.

Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school's/college's designated safeguarding lead (and any deputies) will be aware of local procedures for making a Prevent referral and will be aware of the following documents.

'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (April 2021).

### **3.8.12 - Privately Fostered Children**

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the MASH.

### **3.8.13 - Children who have Family Members in Prison**

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

#### **4.0 - PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

4.1 - The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2023. This section should be read in conjunction with the school's Safer Employment Policy.

4.2 - The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The following members of staff have undertaken Safer Recruitment Training:

Lucy Wass – Headteacher

Lynne Kapovic – Deputy Headteacher

Glyn Lee – Business Manager

4.3 - Allegations that may meet the harms threshold – Part 4 – Section 1 – KCSIE 2023

4.3.1 - Any allegation of abuse made against a member of staff (including supply staff, volunteers and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education, 2023, Part Four, Section One, will be reported straight away to the Headteacher.

4.3.2 - In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2023.

4.3.3 - The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff, volunteer or agency/supply staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2022, Part Four and the school's HR policies. The school will seek advice from their HR provider.

4.3.4 - The Headteacher will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

4.3.4 - Before contacting the LADO, the school should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The school will use the guidance chart found at Appendix B to support their decision-making.

4.3.6 - Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately.

4.3.7 - School will consider:

- Looking after the welfare of the child - the designated safeguarding lead (or deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

4.3.8 - The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.3.9 - Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

#### **4.4 - Concerns that do not meet the harms threshold – Part 4 – Section 2 – KCSIE 2023**

4.4.1 - Low level concerns that do not meet the harms threshold should be reported to the Headteacher. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

4.4.2 - In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four, section 2 of 'Keeping Children Safe in Education', 2023.

4.4.3 - The school/college will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

4.4.4 - All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

4.4.5 - The school will ensure the information recorded is filed securely and will comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

4.4.6 - The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

4.4.7 - The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with children and parents/carers. As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (both online and offline) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

4.4.8 - All staff have signed to confirm that they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022).

4.4.9 - The school will ensure that staff, supply staff and volunteers are aware that sexual relationships with children aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

## **5.0 - OTHER RELATED POLICIES AND PROCEDURES**

### **5.1 - Use of Mobile Phones and other SMART devices**

5.1.1 - Our policy on use of mobile phones, all smart devices, cameras and sharing of images is set out in a separate document (Code of Conduct for Adults) and is reviewed regularly. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

## **6.0 - GOVERNING BODY SAFEGUARDING RESPONSIBILITIES**

6.1 - Governing bodies should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

6.2 - The governing body fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding who will take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.
- Ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- Ensure an annual safeguarding monitoring report is made to the full governing body. Ensure any weaknesses will be rectified without delay.

- Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff.
- Ensure that this Safeguarding and Child Protection policy is published on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems and ensure the effectiveness is regularly reviewed.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

### 6.3 - Use of school/college premises for non-school/college activities

6.3.1 - If the governing body provides extended school/college facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

6.3.2 - Where services or activities are provided separately by another organisation or individual, either on or off school site, the governing body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the school on these matters where appropriate.

6.3.3 – The governing body will use the guidance on 'Keeping children safe in out-of-school settings' which details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

This policy was ratified on:

This policy will be reviewed on: September 2024

Signed by the Headteacher

Chair of Governors:

Designated Safeguarding Lead



This policy links to our:

Anti-bullying policy

Attendance policy

Behaviour policy

Complaints policy

Online Safety and Acceptable Use policy

Physical Intervention and/or Use of Reasonable Force policy

Staff Code of Conduct

Supporting Childs with Medical Conditions policy

SEND Policy

Whistleblowing policy

## Appendix A

### Categories of abuse

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

Physical Abuse - 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.

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:

- children in looking at, or in the production of, sexual images,
- children in watching sexual activities
- or encouraging children to behave in sexually inappropriate ways
- 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.

**Child Criminal Exploitation** - Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

## Appendix B

### Dealing with Allegations or Concerns about an Adult Working with Children

Allegation or concern raised  
about a member of staff or

Does it meet the harm threshold? The harm threshold is met where it is alleged that an adult working (or volunteering) in the school has:

behaved in a way that has harmed a child, or may have harmed a child and/or

possibly committed a criminal offence against or related to a child and/or

behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

behaved or may have behaved in a way that indicates they may not be suitable to work with children (see KCSIE Part 4)

You may wish to consider the questions in Box A below to help you decide the answer to this question.

#### Box A:

How long has the adult or member of staff worked for you?

Have there been any previous concerns raised?

Is this a one-off or part of a pattern of behaviour?

Has the member of staff previously been given advice in this area?

Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)

Might this have been a planned action or event?

Could this behaviour be inadvertent? What is the likelihood of this?

Could this be the precursor to more concerning behaviour?

Did it occur in a 'public' or 'private' place? Was this in school or out of school?

If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?

If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?



YES



Contact SCC LADO on  
lado@suffolk.gov.uk  
0300 123 2044



The LADO will ask for specific information about the issue and confirm whether or not it meets the harm threshold. If it does, they will begin a formal process to manage the allegation. If it doesn't meet the threshold then they will record the information and advise you to treat the issue as a Low Level Concern. You will need to inform the staff member that LADO hold information on them.



NOT SURE



NO



This is a Low Level Concern. Consider carefully what action to take in response, taking advice from your HR Provider as appropriate. Keep a record in a secure central file.

## Appendix C – Curriculum Content

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Identity, society and equality: Making relationships with adults and children. Develop confidence in leaving the main carer and come into nursery happily and settled	Identity, society and equality: Making relationships. Identifying and talking about different feelings	Physical health and wellbeing: Fun times	Physical health and wellbeing: What keeps me healthy?	Drug, alcohol and tobacco education: Tobacco is a drug	Identity, society and equality: Democracy	Physical health and wellbeing: In the media	Drug, alcohol and tobacco education: Weighing up risk
	<ul style="list-style-type: none"> <li>- Develop nursery routines</li> <li>- Focus on school rules               <ul style="list-style-type: none"> <li>- Consent</li> </ul> </li> <li>- Good touch/bad touch               <ul style="list-style-type: none"> <li>- E-Safety</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Learning and following routines.               <ul style="list-style-type: none"> <li>- School rules</li> <li>- Consent</li> </ul> </li> <li>- Good touch/bad touch               <ul style="list-style-type: none"> <li>- E-Safety</li> <li>- Staying healthy: immunisations, hand washing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> <li>- OneLife: Healthy Living</li> <li>- Democracy: School council</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> <li>- OneLife: Healthy Living</li> <li>- Democracy: School council</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> <li>- Democracy: School council</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> <li>- Democracy: School council</li> </ul>
Autumn 2	Mental health and emotional wellbeing: Understand own feelings and talk about them	Mental health and emotional wellbeing: Identifying, talking about and understanding feelings of ourselves and others	Keeping safe and managing risk: Feeling safe	Mental health and emotional wellbeing: Friendship	Keeping safe and managing risk: Bullying - see it, say it, stop it	Drug, alcohol and tobacco education: Making choices	Identity, society and equality: Stereotypes, discrimination and prejudice	Identity, society and equality: Human rights
		<ul style="list-style-type: none"> <li>- Firework safety</li> <li>- Staying healthy: immunisations</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- OneLife: Healthy Living</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- OneLife: Healthy Living</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Animals Including Humans: Science</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- PCSO: Child exploitation</li> <li>- Anti-bullying</li> </ul>
Spring 1	Keeping safe and managing risk: Developing confidence to try new activities	Mental health and emotional wellbeing: Identifying, talking about and understanding feelings of ourselves and others	Identity, society and equality: Me and others	Keeping safe and managing risk: Indoors and outdoors	Mental health and emotional wellbeing: Strengths and challenges	Physical health and wellbeing: What is important to me?	Keeping safe and managing risk: When things go wrong	Mental health and emotional wellbeing: Healthy minds

	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety</li> <li>- Children's Mental Health Week: Connections</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety</li> <li>- Children's Mental Health Week: Connections</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> <li>- Children's Mental Health Week: Connections</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> <li>- Children's Mental Health Week: Connections</li> <li>- Swearing</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> <li>- Children's Mental Health Week: Connections</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> <li>- Children's Mental Health Week: Connections</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> <li>- Children's Mental Health Week: Connections</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> <li>- PCSO: Knife crime</li> <li>- Children's Mental Health Week: Connections</li> </ul>
Spring 2	Mental health and emotional wellbeing: Understand feelings of others	Identity, society and equality: Celebrating difference (India), festivals and celebrations	Drug, alcohol and tobacco education: What do we put into and on to bodies?	Drug, alcohol and tobacco education: Medicines and me	Identity, society and equality: Celebrating difference	Keeping safe and managing risk: Playing safe	Mental health and emotional wellbeing: Dealing with feelings	Keeping safe and managing risk: Keeping safe - out and about
		<ul style="list-style-type: none"> <li>- E-Safety</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Emotions &amp; feelings</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>
Summer 1	Identity, society and equality: Turn taking and solving conflicts	Keeping safe and managing risk: Weather safety, playing safe, road safety, trip safety  Physical health and wellbeing: Healthy eating	Mental health and emotional wellbeing: Feelings	Sex and relationship education: Boys and girls, families	Careers, financial capability and economic wellbeing: Saving, spending and budgeting	Sex and relationship education: Growing up and changing	Drug, alcohol and tobacco education: Different influences	Sex and relationship education: Healthy relationships/how a baby is made
	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety</li> <li>- Healthy eating</li> <li>- Recap school rules, transitions and routines</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> </ul>	<ul style="list-style-type: none"> <li>- Consent</li> <li>- Good touch/bad touch</li> <li>- E-Safety: Computing</li> <li>- PCSO: Healthy relationships</li> </ul>
Summer 2	Identity, society and equality: Transitions and new beginnings	Identity, society and equality: Transitions and new beginnings	Careers, financial capability and economic wellbeing: My money	Sex and relationship education: Boys and girls, families	Physical health and wellbeing: What helps me choose?	Sex and relationship education: Growing up and changing	Careers, financial capability and economic wellbeing: Borrowing and earning money	Sex and relationship education: Healthy relationships/how a baby is made
	<ul style="list-style-type: none"> <li>- E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>- E-Safety: Computing</li> <li>- Crucial Crew</li> <li>- Transitions</li> <li>- Anti-bullying</li> </ul>



## Appendix D - Relevant Documents

“Keeping Children Safe in Education: Statutory guidance for schools and colleges” (September 2022)

“Guidance for Safer Working Practice for those working with children and young people in education settings” (February 2022)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (April 2021)

“Sharing nudes and semi-nudes: advice for education settings working with children and young people” (UKCIS, December 2020)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015)

“When to Call the Police: guidance for schools and colleges,” (National Police Chief Council)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

## Introduction

At Hillside Primary School, the concept of inclusion is at the heart of all we do with our curriculum and school values of being 'Kind', 'Safe', and 'Brave' being guided by this belief.

Our Curriculum Intent states that:

*We teach a knowledge rich curriculum underpinned by cognitive science, promoting community cohesion through an understanding of diversity and inclusion.*

We teach an informative and preventative curriculum, giving our children the knowledge and skills to celebrate diversity and understand what prejudice is and why it is not acceptable. At Hillside we do not tolerate any form of prejudice, however we recognise that children are continuously learning and we therefore aim to always educate perpetrators in the first instant in order to develop their understanding of why their behaviour is not acceptable and how it affects others.

Any incident which is perceived to be prejudice-related must be investigated, but the most common prejudice-related incidents take the form of:

- prejudicial language
- ridicule and jokes
- verbal abuse
- physical assault
- graffiti or damage to property
- discriminatory behaviour e.g. refusing to work with a child because of their religion
- incitement to behave in a prejudicial manner e.g. wearing racist badges, recruiting to racist organisations, bringing in homophobic literature.
- cyber bullying

### **Why is a Prejudice-Related Incident treated differently to other forms of behaviour or bullying?**

There is a cross-over between prejudice related incidents and bullying, but they are also distinct: not all incidents of bullying will be prejudice-related incidents and not all prejudiced-related incidents will involve bullying. Whilst all forms of bullying can be incredibly damaging, there are some features of prejudice-related incidents which distinguish them from other incidents, and underpin the reasons why they deserve special attention:

- A prejudice-related incident does not just impact on the individuals involved, but is an attack on someone as a representative of a community or group, which means that the

impact of the incident is felt more widely, spreading fear and creating a hostile environment for other children and staff who share the same protected characteristic.

- Prejudice-related incidents attack values which are core to someone's identity, impacting on the child or staff member's sense of self-worth.
- A one-off prejudice-related incident has the potential to have the same impact as ongoing bullying as it may be part of a wider pattern of prejudicial behaviour experienced by the child or staff member in other parts of their life.
- Perpetrators of prejudice-related incidents may be carrying around a sense of their own superiority and/or a fear of others. They may feel that they are entitled to behave in this way and that their behaviour is condoned by wider society. If left unchallenged, they may develop a deep-seated intolerance and inability to value diversity.
- Prejudice has an extremely long history of devastating lives and oppressing communities. Throughout society, prejudice leads to discrimination in employment and provision of services, and to hate crimes. It is vital that prejudicial attitudes are tackled at school when young people are developing their value systems and these attitudes can be most easily challenged and eradicated.

### **Guidelines for Dealing with Prejudice Related Incidents**

The following guidelines are designed to aid staff members' dealing with prejudice-related incidents which occur between children, between staff, and between staff and children.

#### **Immediate Action:**

- Treat the issue seriously - remember that someone's perception is their reality at the time and incidents should not be dismissed and ignored.
- Respond immediately - acknowledge that the incident has happened, express disapproval at the prejudice-related behaviour and offer support to the victim of the incident.
- Reinforce the school's position on discrimination and prejudice.
- Focus on the perpetrator's behaviour, rather than the person, making sure that they know that the behaviour is not acceptable.

- Ensure that witnesses know what behaviour is not acceptable and the reasons why.  
Investigation: • Inform relevant members of the senior management team and inform parents/carers if necessary.
- Ensure that both perpetrator and target have a fair hearing and are given the opportunity separately to fully explain the incident, ensuring privacy for discussion, and using a calm and non-confrontational approach.
- Address underlying issues, for example, an incident may not be prejudice-related in origin, instead it might be a dispute over resources in which prejudice-related abuse has been used; in which case the original issue should be resolved as well as the unacceptable behaviour that made it a prejudice-related incident.
- Approach witnesses for written statements to inform the investigation.
- Bring both parties together to give them a chance to be involved in resolving the situation.
- Ensure that all parties understand what is being done to address the incident and the reasons behind this.
- Ensure the prejudice is dealt with - this requires an ability to explain why the incident was prejudice-related if the investigation proves it to be. If the incident is proven not to be prejudice-related, ensure that the reasons why are explained to all parties involved.
- Ensure that actions taken are in line with the relevant policies in place at the school.

**Longer Term Response:**

- Agree follow up meetings with the perpetrator and target after an agreed time period, for example, one or two weeks, to inform them of further actions taken and provide opportunities for additional support if required.
- Provide relevant training/programmes of education on prejudice and discrimination.
- Give the perpetrator the opportunity to take responsibility for their actions and to take action to try to repair the harm that they have caused
- Work with other agencies and the community to foster good relations within the school.
- Share incident monitoring reports with staff to ensure relevant discussion and development of good practice.
- Reinforce the school's position on equality and diversity
- Targets and parents have a right to refer cases to the police and all parties have a right to appeal to the Governing Body.

### **Effectively Challenging Prejudicial Behaviours**

When responding to a prejudice-related incident, the aim should be to secure the best possible outcome for everyone involved. Therefore, interventions should be restorative and seek to create attitudinal and behavioural change, with the goal of preventing future incidents from occurring.

#### **Challenge the discriminatory behaviour, rather than the person**

Labelling someone as, for example, 'a racist' or 'a homophobe' has the potential to inflame the situation and is not an effective or accurate approach. It is important that the focus is on the behaviour that has been displayed and that all involved know that it is this behaviour which is unacceptable and needs to change.

#### **Make sure that you explain why the behaviour is unacceptable**

If the child is just told that the behaviour is wrong and/or punished for it without understanding the reason why, it can just breed a sense of injustice and a feeling of not being understood.

**Engage with the underlying anxieties that the perpetrator may have which are being expressed through this unacceptable behaviour** Perpetrators of prejudice-related incidents may have low self-esteem and/or concerns about loss of identity and belonging. They may have picked up fears from the media, or from family and peers. Let the perpetrator know that you understand why they might be feeling this way and try to address their underlying issues. Just dismissing their concerns or giving intellectual arguments as to why they are wrong has the potential to create bitterness, a feeling that they have not been listened to and to reinforce their prejudice and fear.

#### **Use reasoning and enquiry questions to get the perpetrator to question their attitude/behaviour**

##### **Examples of reasoning questions:**

What are your reasons for saying that?

Do you have any evidence?

Why do you think that is the case?

How do you know?

##### **Examples of enquiry questions:**

Can you give an example/counterexample?

If you say that, does it follow that...?

Is that always the case or only sometimes?

What are the exceptions?

Are you saying exactly what you were saying before?

### **Speak with witnesses as well as the perpetrator(s)**

It is important that all witnesses understand the reasons why the behaviour was unacceptable, so they understand why the perpetrator is being sanctioned and don't believe that the perpetrator has been treated unfairly. Perpetrators of prejudice-related incidents are often acting as a group or believe that they are acting on behalf of, and have the support of, a group, so it is important not to just focus on those obviously directly involved in the incident and further work to educate and create understanding should involve witnesses and the wider school community where possible.

### **Put educational programmes in place to deal with the underlying attitudes**

Education rather than punishment is the most effective way of creating behavioural change and reducing the number of prejudice-related incidents in the school. Sometimes adults can feel trepidation about undertaking this work for fear of opening a can of worms or introducing ideas of prejudice where they did not previously exist. However, young people are usually bursting with questions about these issues and want to have an opportunity to speak about diversity and inclusion. If these questions are left unanswered, young people often come up with their own, inaccurate conclusions and can harbour prejudicial attitudes affecting themselves and others around them.

### **Recording Prejudice Related Incidents**

Staff complete a PRI form and discuss the incident with a member of SLT. The incident will be actioned and recorded on My Concern. All actions and rationales will be recorded on My Concern.

### **Repeated incidents involving the same perpetrator and/or victim.**

There may be occasions when a child needs additional education and support as a result of repeated incidents involving prejudice related behaviour. Each incident and repetition of incidents should be dealt with on a case by case basis, taking into consideration the child's age and the nature and frequency of the incidents; any SEND needs; previous schooling and child background, vulnerabilities in terms of contextual safeguarding and/or other safeguarding vulnerabilities. Repeated incidents will be dealt with in conjunction with the procedures set out in the Anti-Bullying Policy as appropriate.

Victims of a prejudice related incident(s) will always be supported following an incident. This may include time with an Emotionally Available Adult (as indicated by the child); work with a Trauma Informed Schools Practitioner; Group or individual work with the ELSA team and support from outside agencies.

Interventions for repeat perpetrators may include the use of additional resources such as social stories; small group and whole class PSHE; Early Help; working with outside agencies including the PCSO team and Diversion.