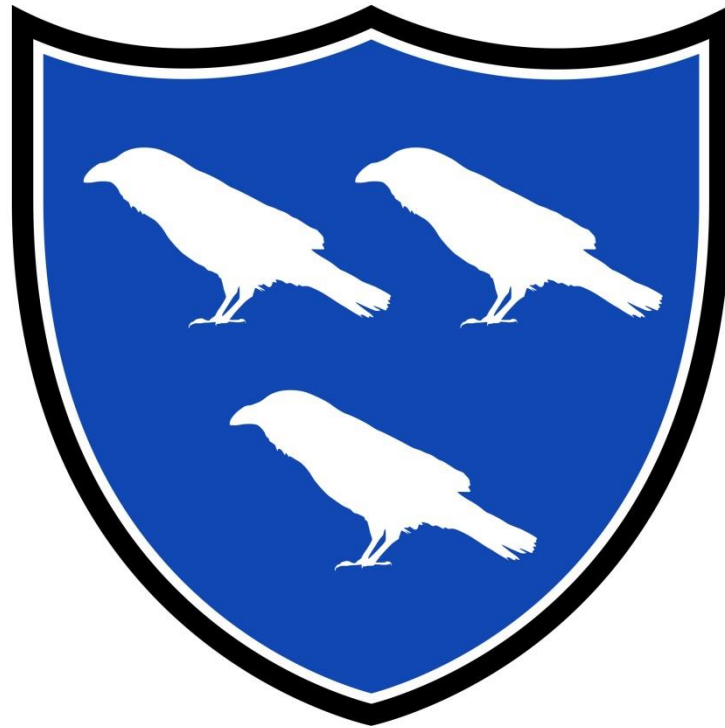


# Valley Primary School



## Child Protection & Safeguarding Policy

Updated: September 2021

Review Date: August 2022

## **Safeguarding / Child Protection Policy**

### **School Vision**

At Valley Primary School, we are committed to providing an inspiring and inclusive environment linking to local, national and global communities. We actively encourage and develop independent lifelong learners, who are able to fulfil their dreams and aspirations. Valley Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **School's Designated Safeguarding Lead:**

**Mr S Jackson: Head Teacher**  
**Training Expires: October 2022**

**Mrs Lorraine Botros: Pre-School Manager**  
**Training Expires: October 2022**

### **School's Deputy Safeguarding Leads:**

**Mrs Mulla: Deputy Head Teacher**

**Training Expires November 2022**

**Mrs Coulson: Assistant Head Teacher**

**Training Expires: October 2022**

**There is a board in the Staffroom that indicates which member of staff is acting as DSL on any given day.**

### **Designated Safeguarding Governor:**

Safeguarding Governor: Robert Girling

Bromley Referrals and Assessment Team contact numbers: 0208 461 7373 / 7379 / 7026

Bromley LADO: Gemma Taylor

Escalating Concerns contact within Bromley: Joan O'Malley

Valley's Education Welfare and Attendance Officer: Mrs. Andrea Bennett

Date of Last review: August 2021

Reviewed by: S Jackson in line with the CSAT Updated Policy

Agreed by: Full Governing Body

Shared with staff: September 2021

Frequency of review: Annually

Date of next review: August 2022 or sooner if National / DfE policy dictates

The Governors and staff at Valley Primary School fully recognise the responsibility it has to the safeguarding and protection of pupils. All Governors and staff, including volunteers, have a full and active part to play in protecting children and young people from harm.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual pupil.

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## Additional Advice and support

Abuse or safeguarding Issue	Link to Guidance/Advice	Source
Abuse	<p>What to do if you're worried a child is being abused  <a href="https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2">https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2</a></p> <p>Keeping Children Safe in Education  <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p>	DfE Advice
	<p>Domestic Abuse: Various Information/Guidance  <a href="https://www.gov.uk/guidance/domestic-violence-and-abuse">https://www.gov.uk/guidance/domestic-violence-and-abuse</a></p>	Home Office
	<p>Faith Based Abuse: National Action Plan  <a href="https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a></p>	DfE Advice
	<p>Relationship Abuse: disrespect nobody  <a href="https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/">https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/</a></p>	Home Office Website
Bullying	<p>Preventing bullying including cyberbullying  <a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a></p>	DfE Advice
Children and the courts	<p>Advice for 5 – 11 year old witnesses in criminal courts  <a href="https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</a></p>	MoJ Advice
Children missing from education, home or care	<p>Children missing education  <a href="https://www.gov.uk/government/publications/children-missing-education">https://www.gov.uk/government/publications/children-missing-education</a></p>	DfE Statutory Guidance
	<p>Children missing from home or care  <a href="https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care">https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care</a></p>	DfE Statutory Guidance
	<p>Children and adults missing strategy  <a href="https://www.gov.uk/government/publications/missing-children-and-adults-strategy">https://www.gov.uk/government/publications/missing-children-and-adults-strategy</a></p>	Home Office Strategy
Children with Family Members in Prison	<p>National Information Centre on Children of Offenders  <a href="https://www.nicco.org.uk/">https://www.nicco.org.uk/</a></p>	Barnardo's in partnership with Her Majesty's Prison and Probation Service advice

Child Exploitation	County Lines: Criminal exploitation of children and vulnerable adults <a href="https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines">https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines</a>	Home Office Guidance
	Child Sexual Exploitation: guide for practitioners <a href="https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners">https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners</a>	DfE
	Trafficking: Safeguarding Children <a href="https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance">https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance</a>	DfE and HO Guidance
Drugs	Drugs: Advice for Schools <a href="https://www.gov.uk/government/publications/drugs-advice-for-schools">https://www.gov.uk/government/publications/drugs-advice-for-schools</a>	DfE and ACPO advice
	Drugs Strategy 2017 <a href="https://www.gov.uk/government/publications/drug-strategy-2017">https://www.gov.uk/government/publications/drug-strategy-2017</a>	Home Office Strategy
	Information and Advice on Drugs <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a>	Talk to Frank Website
	Drug Strategy 2017 <a href="https://www.gov.uk/government/publications/drug-strategy-2017">https://www.gov.uk/government/publications/drug-strategy-2017</a>	Home Office Strategy
	Information and Advice on Drugs <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a>	Talk to Frank Website
	ADEPIS Platform sharing information and resources for schools covering drug (and alcohol) prevention <a href="http://mentor-adepis.org/">http://mentor-adepis.org/</a>	Website developed by Mentor UK
“Honour – Based” Violence (so called)	Female Genital Mutilation: Information and Resources <a href="https://www.gov.uk/government/collections/female-genital-mutilation">https://www.gov.uk/government/collections/female-genital-mutilation</a>	Home Office
	Female Genital Mutilation: multi agency statutory guidance <a href="https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation">https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation</a>	DfE, DH and HO Statutory Guidance
	Forced Marriage: Information and Practice Guidelines <a href="https://www.gov.uk/guidance/forced-marriage">https://www.gov.uk/guidance/forced-marriage</a>	FCO and HO
Health and Well-Being	Fabricated or Induced Illness: safeguarding children <a href="https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced">https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced</a>	DfE, department for Health and HO
	Rise Above: Free PSHE resources on health, well-being and resilience <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</a>	Public Health England

	Medical Conditions: Supporting children in school <a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3</a>	DfE Statutory Guidance
	Mental Health and Behaviour <a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a>	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions <a href="https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities">https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities</a>	HCLG
Online	Sexting: responding to incidents and safeguarding children <a href="https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis">https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis</a>  Sharing nudes and semi-nudes: advice for educational settings working with children and young people: <a href="https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people">https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people</a>	UK Council for child internet safety
Private Fostering	Private Fostering: Local Authorities <a href="https://www.gov.uk/government/publications/children-act-1989-private-fostering">https://www.gov.uk/government/publications/children-act-1989-private-fostering</a>	DfE Statutory Guidance
Radicalisation	Prevent duty guidance <a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a>	HO Guidance
	Prevent duty advice for schools <a href="https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty">https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</a>	DfE advice
	Educate against Hate Website <a href="https://educateagainsthate.com/">https://educateagainsthate.com/</a>	DfE and HO
Violence	Gangs and youth violence for schools and colleges <a href="https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence">https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence</a>	HO Advice
	Ending violence against women and girls 2016-2020 strategy <a href="https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020">https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020</a>	HO Strategy
	Violence against women and girls: national statement of expectations for victims <a href="https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations">https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations</a>	HO Guidance
	Sexual Violence and sexual harassment between children in schools and colleges <a href="https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges">https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</a>	DfE advice
	Serious violence strategy <a href="https://www.gov.uk/government/publications/serious-violence-strategy">https://www.gov.uk/government/publications/serious-violence-strategy</a>	HO Strategy

## **Roles and Responsibilities.**

**The Board of Trustees** has an overarching role in ensuring that policies, procedures and training in CONNECT schools are effective and comply with the law at all times. The Trust's over-arching statement on Safeguarding and Child Protection is available on the website ([www.connectschoolsacademytrust.com](http://www.connectschoolsacademytrust.com)), but it is the responsibility of all schools within the Trust to develop their own policy to encompass the Trust's ethos.

**The Local Governing Bodies (LGB)** will monitor the effectiveness of safeguarding policies, procedures and training in their own school and report any concerns to the CEO or Chair of Trustees. The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head Teacher, where appropriate.

The LGB must appoint a nominated Governor for Child Protection, who must meet regularly with the school's safeguarding team and report on safeguarding matters to the LGB each term. The name of Valley's Safeguarding Governor is listed on the inside cover of this policy.

## **Designated Safeguarding Lead**

Valley Primary School has a Designated Safeguarding Lead (DSL) who is responsible for:

- ☐ promoting the safeguarding and welfare of all pupils;
- ☐ providing a safe environment for all pupils to learn;
- ☐ co-ordinating action within the school and liaising with Children's Social Care and other agencies over cases of abuse and suspected abuse;
- ☐ acting as a source of advice within the school;
- ☐ ensuring that staff are familiar with the policy and procedures;
- ☐ record keeping;
- ☐ referral of individual cases of suspected abuse;
- ☐ arrange and lead regular Safeguarding Team meetings;
- ☐ being aware of pupils who have a social worker;
- ☐ promoting educational outcomes by sharing information about the welfare, safeguarding and child protection issues with teachers and school leadership staff;
- ☐ liaising with agencies about individual cases and
- ☐ organising training on child protection within school.

The DSL is supported by a Safeguarding Team which includes a Deputy Designated Safeguarding Lead (DDSL). The Safeguarding Team should consist of no less than two people.

## **Head Teacher**

The Head Teacher must ensure that there is DSL in post and must ensure that up-to-date records relating to Child Protection are kept. These include:

- ☐ Staff training records;
- ☐ Signed Code of Safe Conduct forms;
- ☐ The Single Central Record (SCR).
- ☐ Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- ☐ Communicating this policy to parents when their child joins the school and via the school website
- ☐ Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- ☐ Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- ☐ Ensuring that Induction training refers to Safeguarding Policy
- ☐ Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- ☐ Ensuring the relevant staffing ratios are met where applicable, for example the ratios specific to early years provision.

## **Staff**

All staff have a responsibility to safeguard and promote the welfare of all pupils including the provision of a safe environment in which to learn.

Staff have a responsibility to attend training that is offered and ensure that they have up-to-date knowledge. It is a requirement of employment that they read and sign the Safeguarding Policy.

All staff must be aware that possible signs of abuse can occur anywhere and at any time. Staff should be alive to the fact that such signs can present themselves in many different ways and that it is part of their duty of care to be vigilant and report any such concerns.

Staff must ensure children feel comfortable to make a disclosure, listen to them and know what to do next.

## **Volunteers**

Volunteers who work in CONNECT schools should have a basic understanding of Child Protection issues, be vigilant and report any concerns to a member of staff.



## 1. Aims and Success Criteria

We aim to ensure that:

- ☐ A culture of vigilance is created with all staff who will always act in the best interests a child.
- ☐ Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- ☐ A safe learning environment is created which allows all pupils to report concerns as and when they arise.
- ☐ All staff are aware of their statutory responsibilities with respect to safeguarding.
- ☐ Staff are properly trained in recognising and reporting safeguarding issues.
- ☐ All staff are aware of how GDPR regulations operate alongside sharing safeguarding information with other agencies.

**We will be succeeding when:**

- ☐ A safe learning environment has been created for all pupils.
- ☐ All staff have received appropriate training in child protection issues and procedures.
- ☐ All staff have Prevent training and FGM training (Home Office online training) and are alert to the signs and who to contact.
- ☐ All staff receive safeguard updates when necessary and termly update emails regarding specific safeguarding issues.
- ☐ When all staff receive E-Safety training
- ☐ Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Trust may put in place to protect them.
- ☐ All child protection concerns are dealt with promptly and recorded appropriately
- ☐ Information is promptly and carefully assessed and passed to relevant statutory agencies.
- ☐ All staff are provided with Part One of Keeping Children Safe in Education (DfE 2021) and are aware of specific safeguarding issues.
- ☐ All Designated Officers undergo formal child protection training every two years (in line with local safeguarding partnership guidelines) and receive regular (annual) safeguarding refreshers (e.g. via e-bulletins)
- ☐ Ensuring that children are taught about safeguarding in an age appropriate way and they are clear and confident on how to report concerns as and when they arise.
- ☐ Ensuing appropriate filters and appropriate monitoring systems are in place to safeguard children from potential harmful and inappropriate online material.
- ☐ All staff know the process to make a referral to social care and to seek the support of the DSL.
- ☐ We create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- ☐ All staff are aware of escalating a concern as outlined in Bromley's Escalating Concerns policy.

## 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children,\(2018\)](#) and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018.](#), which set out who is disqualified from working with children.
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- [General Data Protection legislation 2018](#)

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

**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

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

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

**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.

**Children** includes everyone under the age of 18.

### 4. 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 or disabilities
- ☐ Are young carers
- ☐ May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- ☐ Have English as an additional language
- ☐ Have a social worker allocated to them
- ☐ 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 looked-after, or have previously been looked after

### 5. Roles and responsibilities

Safeguarding and child protection is **everyone’s** responsibility. This policy applies to all staff, volunteers and Governors in the school. Our policy and procedures also apply to extended school and off-site activities.

## 5.1 All staff

All staff will be given a copy of this policy on joining Valley Primary School and will sign the relevant declaration in the Staff Handbook stating that they have read and understood the contents of this policy and other relevant policies. In addition, all staff will read and understand Part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education \(2021\)](#), and review this guidance at least annually.

All staff will be aware of:

- ☐ Our systems which support safeguarding, including the staff Code of Conduct *and* the role of the Designated Safeguarding Lead (DSL)
- ☐ The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- ☐ The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- ☐ What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- ☐ The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), peer-on-peer abuse, FGM and radicalisation
- ☐ Previously looked after children who potentially remain vulnerable. All staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Appendix 4 of this policy outlines in more detail the warning signs of Child Sexual Exploitation.

## 5.2 The Designated Safeguarding Lead (DSL)

The DSL is named in the Key Personnel on the inside of the front cover of this policy. The DSL will be a member of the SLT and takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. If an urgent concern arises outside normal school hours, the DSL can be contacted by e-mail or mobile phone. When the DSL is absent, the DDSL will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- ☐ Provide advice and support to other staff on child welfare and child protection matters
- ☐ Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- ☐ Contribute to the assessment of children
- ☐ Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- ☐ Undertake all necessary and relevant training
- ☐ Know which pupils have an allocated social worker
- ☐ Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues with teacher and the school leadership staff.

The DSL (if different from the Head Teacher) will also keep the Head Teacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL are set out in their job description.

## **6. Promoting Children and Young People's Well-being**

The school will teach children about safeguarding in order that they can recognise when they are at risk and how to get help when they need it. At Valley, through various teaching and learning opportunities as part of providing a broad and balanced curriculum, children will be taught about various aspects of safeguarding including online safety.

The SCARF resource is used to compliment many aspects in teaching in PHSE including RSE. Through the school's Relationship's Policy and Health & Sex Education Policy, children will learn to recognise healthy and unhealthy relationships. They will learn about good touch and bad touch through the delivery of the NSPCC Pants Rule resource and, in Key Stage 2, children will learn about the dangers of online grooming.

The school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (DfE, 2018). This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, the Common Assessment Framework (CAF)

Child Protection procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm.

### **Children missing in Education**

Regular and punctual attendance at school is vitally important at Valley Primary School. Knowing where pupils are during school hours of term time is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues including the criminal exploitation of pupils. The school sets a target of 97% attendance and poor or irregular attendance is addressed without delay by the Head Teacher, Attendance Officer and the school's designated Education Welfare Officer (EWO).

The school holds at least two emergency contact numbers for each pupil and these are recorded on SIMS the school information system. Parents are asked to check the accuracy of these details twice yearly in September and February.

The school operates a three-tier letter system to inform parents of decreasing school attendance. The first letter is sent when a child's attendance falls to 93% with a second letter sent if no improvement is seen or attendance falls further. The EWO will become involved when a child's attendance falls to 91% or below.

The school adopts the following procedures to minimise the risk of children going missing in education:

- ☐ First Day absence Calling;
- ☐ Address, contact details and outbound and inbound flight details for families returning home for extended periods;
- ☐ Enrolling and off-rolling confirmed with the Local Authority;
- ☐ Safeguarding Check Letters sent to previous school upon induction of a new pupil;
- ☐ Telephone call made to pupil's new school to ensure their attendance at the new school.

If the school is unable to confirm the whereabouts of a child following the first day absence call, staff will use all means possible to locate the child and ascertain their safety. The Bromley Children Missing Education and Off-Rolling Procedure will be used. School staff will contact the Local Authority promptly when a child is missing from school in the following circumstances:

- ☐ The child may be a victim of crime;
- ☐ The child is subject to a Child Protection Plan;
- ☐ The child is subject to S47 enquiries;
- ☐ The child is looked after;
- ☐ There is a known person posing risk to the child;
- ☐ There is a history of the family moving frequently;
- ☐ There are serious issues of attendance.

Bromley Contact for Children Missing in Education (CME):

[Education.eduwelfare@bromley.gov](mailto:Education.eduwelfare@bromley.gov)

Tel: 0208 313 4170

In all cases of CME, school staff will consult the Bromley Procedure for Schools (**Appendix 1**)

### **Elective Home Schooling**

There are many reasons why parents / carer might elect to home school their children. Whenever a parent / carer has expressed their intention to remove their child from school with a view to educating at home, Valley Primary School will notify the local authority as part of their off-rolling procedures. This is particularly important if the child has SEND or an allocated social worker.

Whenever possible, before any final decision are made, the school will recommend a meeting with parents / carers, a representative from the local authority and other relevant professionals to ensure that any decision to home educate is taken in the best interests of the child(ren).

### **Private Fostering**

All staff are educated about private fostering as part of their annual safeguarding update training. Staff are also aware that there is a mandatory duty to inform the Local Authority about all children in a private fostering arrangement.

Private Fostering is defined in the following way:

When a child under the age of 16 (or 18 if they are disabled) is cared for by someone who is not their parent or a close relative for 28 days or more.

A close relative is defined as step-parents, grandparents, brothers, sisters, uncles or aunts. Great aunts or uncles, great grandparents and cousins do not fall into the category of being a close relative.

To qualify as private fostering, the arrangement has not been made by the local authority and the child or young person is not being looked after by an approved foster carer.

Once a staff member becomes aware of a private fostering arrangement, it should be brought to the attention of the DSL who will then contact the MASH Team or Bromley's Lead Professional, Godwin Munzara on 0208 461 7843 or [godwin.munzara@bromley.gov.uk](mailto:godwin.munzara@bromley.gov.uk)

### **Homelessness**

Valley staff are aware that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Staff will work with families at the earliest opportunity when there is a risk of homelessness and the DSL will liaise with Bromley Housing: [housing.options@bromley.gov.uk](mailto:housing.options@bromley.gov.uk) Tel: 020 8461 772.

Indicators that a family may be at risk of homelessness include:

- ☐ Household Debt
- ☐ Rent Arrears
- ☐ Domestic Abuse
- ☐ Anti-Social Behaviour
- ☐ Request to Vacate the Property

Whilst referrals and discussions with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral to Children's Social Care where a child has been harmed or is at risk of harm.

## 7. Signs and Behaviour of Abuse

All staff and volunteers must be aware that the four main categories of abuse which may result in a child being placed on the Child Protection Register are:

- ☐ Physical abuse
- ☐ Emotional abuse
- ☐ Sexual abuse
- ☐ Neglect

When discussing concerns about a child, in order to gain a full picture of their need and the appropriate next steps, staff will consult the Bromley Threshold of Need (**Appendices 2 & 3**).

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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:** A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

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

**Sexual abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse).

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

### Indicators of Abuse

NB: This guidance is provided as a useful reminder of the indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.



### **Indicators of Physical Abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- ☐ Unexplained injuries including burns, particularly if they are recurrent
- ☐ Improbable excuses given to explain injuries
- ☐ Refusal to discuss injuries
- ☐ Untreated injuries
- ☐ Admission of punishment which seems excessive
- ☐ Bald patches
- ☐ Withdrawal from physical contact
- ☐ Arms and legs covered, even in hot weather
- ☐ Fear of returning home
- ☐ Fear of medical help
- ☐ Self-destructive tendencies
- ☐ Aggression towards others
- ☐ Running away

### **Indicators of Emotional Abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- ☐ Physical and/or mental and/or emotional development lags
- ☐ Admission of punishment that appears excessive
- ☐ Over-reaction to mistakes
- ☐ Continual self-deprecation
- ☐ Sudden speech disorders
- ☐ Fear of new situations
- ☐ Inappropriate emotional responses to painful situations
- ☐ Neurotic behaviour eg. thumb sucking, hair twisting, rocking
- ☐ Self-mutilation
- ☐ Fear of parents being contacted
- ☐ Extremes of passivity or aggression
- ☐ Drug/solvent abuse
- ☐ Running away
- ☐ Compulsive stealing or scavenging.

### **Indicators of Sexual Abuse**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- ☐ Sudden changes in behaviour or in school performance
- ☐ Displays of affection in a sexual way, inappropriate to age
- ☐ Tendency to cling or need reassurance
- ☐ Regression to younger behaviour eg. thumb sucking, acting like a baby, playing with discarded toys
- ☐ Complaints of genital itching or pain, or anal pain
- ☐ Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- ☐ Unexplained gifts or money
- ☐ Depression and withdrawal
- ☐ Apparent secrecy
- ☐ Bedwetting, daytime wetting and/or soiling
- ☐ Sleep disturbances, nightmares
- ☐ Chronic illness, eg. throat infection, venereal disease or other STD
- ☐ Anorexia, bulimia

- ☐ Unexplained pregnancy
- ☐ Fear of undressing, eg. for sport
- ☐ Phobias or panic attacks
- ☐ Child Sexual Exploitation (please see separate section in this policy)

### **Indicators of Neglect**

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- ☐ Constant hunger
- ☐ Poor personal hygiene
- ☐ Constant tiredness
- ☐ Poor state of clothing
- ☐ Emaciation
- ☐ Frequent lateness or non-attendance at school
- ☐ Untreated medical problems
- ☐ Destructive tendencies
- ☐ Low self esteem
- ☐ Neurotic behaviour
- ☐ No social relationships
- ☐ Running away
- ☐ Compulsive stealing or scavenging

### **Specific safeguarding issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below by referring to Annex A of Keeping Children Safe in Education (2020):

- ☐ Children and the Court System
- ☐ Children Missing from Education
- ☐ Children with Family Members in Prison
- ☐ Child Criminal Exploitation
- ☐ Child Sexual Exploitation
- ☐ County Lines
- ☐ Domestic Abuse
- ☐ Homelessness
- ☐ So-called Honour-Based Abuse (including Female Genital Mutilation and Forced Marriage)
- ☐ Preventing Radicalisation
- ☐ The Prevent Duty
- ☐ Channel
- ☐ Peer-on-Peer or Child-on-Child Abuse
- ☐ Sexual Violence and Sexual Harassment
- ☐ Upskirting

### **Further information on Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and Female Genital Mutilation**

Child Sexual Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).



### **The following factors were identified as making children vulnerable to abuse:**

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- ☐ Having a prior experience of neglect, physical and/or sexual abuse;
- ☐ Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental
- ☐ health issues or criminality, for example);
- ☐ Recent bereavement or loss;
- ☐ Social isolation or social difficulties;
- ☐ Absence of a safe environment to explore sexuality;
- ☐ Economic vulnerability;
- ☐ Homelessness or insecure accommodation status;
- ☐ Connections with other children and young people who are being sexually exploited;
- ☐ Family members or other connections involved in adult sex work;
- ☐ Having a physical or learning disability;
- ☐ Being in care (particularly those in residential care and those with interrupted care histories); and
- ☐ Sexual identity.

Indicators of child sexual exploitation may include:

- ☐ Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- ☐ Gang-association and/or isolation from peers/social networks;
- ☐ Exclusion or unexplained absences from school, college or work;
- ☐ Leaving home/care without explanation and persistently going missing or returning late;
- ☐ Excessive receipt of texts/phone calls;
- ☐ Returning home under the influence of drugs/alcohol;
- ☐ Inappropriate sexualised behaviour for age/sexually transmitted infections;
- ☐ Evidence of/suspicions of physical or sexual assault;
- ☐ Relationships with controlling or significantly older individuals or groups;
- ☐ Multiple callers (unknown adults or peers);
- ☐ Frequenting areas known for sex work;
- ☐ Concerning use of internet or other social media;
- ☐ Increasing secretiveness around behaviours; and
- ☐ Self-harm or significant changes in emotional well-being.

Please read Bromley's CSE Warning Signs prompt sheets (**Appendices 4&5**)

### **Child Criminal Exploitation**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- ☐ children who appear with unexplained gifts or new possessions;
- ☐ children who associate with other young people involved in exploitation;
- ☐ children who suffer from changes in emotional well-being;
- ☐ children who misuse drugs and alcohol;
- ☐ children who go missing for periods of time or regularly come home late; and

- ☐ children who regularly miss school or education or do not take part in education.

## **Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

### **Risk factors for FGM include:**

- ☐ low level of integration into UK society
- ☐ mother or sister who has undergone FGM
- ☐ girls who are withdrawn from PHSCE lessons in school
- ☐ visiting female elder from an at-risk country
- ☐ being taken on a long holiday to an at-risk country
- ☐ talk about a 'special' procedure to become a woman

### **Signs and symptoms of FGM**

FGM may be likely if there is a visiting female elder, talk of a special procedure or celebration to become a woman, or parents wishing to take their daughter out of school to an 'at-risk' country (especially before the summer holiday) or parent who wish to withdraw their daughter from lesson where pupils learn about FGM. Staff should not assume that FGM only happens outside of the UK

### **Indications that FGM may have already taken place may include:**

- ☐ difficulty walking, sitting or standing and may even look uncomfortable
- ☐ spending longer than normal in the bathroom or toilet due to difficulties urinating
- ☐ spending long periods of time away from the classroom during the day with bladder or menstrual problems
- ☐ frequent urinary, menstrual or stomach problems
- ☐ prolonged or repeated absences from school or college, especially with noticeable behaviour changes (eg withdrawal or depression) on the girl's return
- ☐ reluctance to undergo normal medical examinations
- ☐ confiding in a professional without being explicit about the problem due to embarrassment or fear
- ☐ talking about pain or discomfort between her legs.

At risk countries include:

Burkina Faso, Djibouti, Egypt, Eritrea, Ethiopia, The Gambia, Guinea, Liberia, Mali, Mauritania, Sierra Leone, Somalia, Sudan, Indonesia, Kuwait, Malaysia, Oman, Yemen and the United Arab Emirates.

### **Actions**

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015 and these procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

### **Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare

for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

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

## **Radicalisation and Extremism**

### **The Counter Terrorism & Security Act (2015) & the Prevent duty**

Prevent is one of the four elements of CONTEST, the government’s counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

#### **The Prevent strategy**

- ☐ Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- ☐ Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- ☐ Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

#### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- ☐ showing sympathy for extremist causes
- ☐ glorifying violence, especially to other faiths or cultures
- ☐ making remarks or comments about being at extremist events or rallies outside school
- ☐ evidence of possessing illegal or extremist literature
- ☐ advocating messages similar to illegal organisations or other extremist groups
- ☐ out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- ☐ secretive behaviour
- ☐ online searches or sharing extremist messages or social profiles
- ☐ intolerance of difference, including faith, culture, gender, race or sexuality
- ☐ graffiti, art work or writing that displays extremist themes
- ☐ attempts to impose extremist views or practices on others
- ☐ verbalising anti-Western or anti-British views
- ☐ advocating violence towards others

### **The Counter Terrorism & Security Act (2015):**

This Act places a duty on specified authorities including schools, Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).

At Valley Primary School, we are committed to supporting vulnerable students through our safeguarding policies and procedures and recognise that this will support the school’s contribution to the Prevent duty.

We build pupils' resilience to radicalisation by promoting Fundamental British Values and enabling our pupils to challenge extremist views.

The school engages positively with appropriate training to ensure all staff have the skills and knowledge to refer any concerns appropriately.

Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral. The Head Teacher provides the lead for the school on Prevent and can be contacted directly for any concerns or for clarification on process.

Valley Primary School is committed to working closely and in harmony with its community and celebrating the diversity of the UK. We aim to prepare children for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values and promote the school's Core Values.

We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society in which individual members can feel safe, valued and can contribute to for the good of themselves and others.

We work alongside our local community and recognise the variety of religious beliefs within it and those of no faith. We take children outside the school to take part in local events and meet different members of the community to appreciate the valuable contributions they make.

We take opportunities to:

- ☐ acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past
- ☐ join in with international sporting events and find out more about the countries that host them
- ☐ support a number of charities that are selected by the children and arrange fundraising events
- ☐ invite members of the local community to our school events.

We understand the role that our school has in helping prevent radicalisation and supporting our children in developing a world view recognising Britain's place within it. The four British values are:

- ☐ democracy
- ☐ the rule of law
- ☐ individual liberty
- ☐ mutual respect and tolerance of those with different faiths and beliefs

Please refer to the school's Prevent Policy to learn more about how we safeguard pupils and staff from extremism and radicalisation and promote Fundamental British Values.

## **Gangs**

What is a gang?

The term 'gang' means different things to different people. A group of young people hanging out together does not make a gang. A gang is usually considered to be a group of people who spend time in public places that also:

- ☐ see themselves (and are seen by others) as a noticeable group, and
- ☐ engage in a range of criminal activity and violence.

They may also have any or all of the following features

- ☐ identify with or lay a claim over territory,
- ☐ or are in conflict with other, similar gangs.

A criminal network however is different from a gang; it's a group of individuals involved in persistent criminality for some form of personal gain (this includes profit and/or to gain or demonstrate status) which is causing significant harm to the community. It is:

- ☐ a group that keeps breaking the law to make money. This law-breaking is causing harm to the community
- ☐ or, this law-breaking is a problem internationally (e.g. people trafficking)
- ☐ Violence is used in order to make money (e.g. to scare people into giving them money)
- ☐ They are running an illegal business (e.g. drug trafficking)

### **Why do people belong to gangs?**

Young people might join a gang for the following reasons:

- ☐ identity
- ☐ a sense of belonging
- ☐ they think it will make them safer
- ☐ they think they will make money
- ☐ they are forced in to joining (blackmailed or coerced)

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. They might be abused, exploited or put into dangerous situations. Initiation in to gangs is often a form of abuse, often sexual.

Key to identifying potential involvement in county lines are missing episodes where the victim may have been trafficked for the purpose of transporting drugs.

Like other forms of abuse and exploitation, county lines exploitation:

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

How can you help a child involved in a gang?

You can call Childline on **0800 1111** for support and advice - it's a free 24/7 confidential helpline for children and young people - or they can access more information about gangs on the [Childline website](#)

The Metropolitan Police's [Safe](#) website has information about exiting gangs and advice and guidance about group violence and what to do if you are being pressured to join a gang.

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes from both home and school when the person may have been trafficked for the purpose of transporting drugs.

If there are concerns that a child might be involved in county lines activity, a safeguarding referral should be considered to Bromley Children's Social Care and/or the [National Referral Mechanism](#). The school should also consider seeking the advice and support from relevant local services and sector providers.

### **Domestic Abuse**

Domestic abuse affects people of every class, age, race, disability, gender and sexuality. The abuse can begin at any stage of a relationship and may continue after the relationship has ended.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

There are a number of services available in Bromley to support women and children facing domestic abuse:

Bromley Domestic Abuse Services

These national organisations offer support and advice:

Women's Aid, National Domestic Violence Helpline, Refuge

## **Harmful Cultural Practices**

The London Safeguarding Children Board has developed practice guidance linked to faith or culture, providing guidance for professionals on how to promote and protect the welfare of children living in circumstances which appear to be complex because of their faith and culture.

Harmful practices include FGM (female genital mutilation), so-called honour-based abuse, forced marriage, male circumcision, and belief in spirit possession and witchcraft.

Children and young people can be at risk of significant harm (including of death) and any referrals should be made to MASH citing the harmful cultural practice that the child or young person is at risk of. As with all child abuse concerns, if you think a child is in immediate danger, always call 999.

## **Honour Based Abuse**

So called “honour-crime”, “honour-based abuse” or “izzat” (mainly a South Asian term) embrace a variety of crimes of violence mainly perpetrated towards girls and women, including assault, imprisonment and murder where the person is being punished by their family or their community. The family or community are punishing them for undermining what they believe to be the correct code of behaviour.

Failure to adhere to the correct code of behaviour is an indicator to the family that the person cannot be controlled to conform and this brings “shame” to the family.

“Honour-based violence” usually occurs with some degree of approval by family and/ community members and it has an international dimension as victims can be taken overseas where the violence is then perpetrated. It can also be a trigger for a forced marriage.

Honour based violence cuts across all cultures and communities, and cases encountered in the UK have involved families from Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European communities. This is not an exhaustive list.

## **Female Genital Mutilation**

Please read the separate section on FGM within this policy.

## **Forced Marriage**

Hundreds of people in the UK (particularly girls and young women), some as young as nine, are forced into marriage each year. A 'forced' marriage, as distinct from a consensual 'arranged' one, is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds.

In 2004, the Government's definition of domestic violence was extended to include acts perpetrated by extended family members as well as intimate partners. Consequently, acts such as forced marriage and so-called 'honour crimes' (which can include abduction and homicide) now come under the definition of domestic violence.

The majority of forced marriages reported to date in the UK have involved families from South Asia; other communities in which there have been cases include Europe, East Asia, the Middle East and Africa. Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas or a British national being taken abroad.

Professionals should respond in a similar way to forced marriage as with domestic violence and honour-based abuse (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc).



## **Breast Ironing**

Breast ironing involves hot pestles, stones or other implements being rubbed on to the developing breasts of young girls in an attempt to stop them from growing further. The practice of breast ironing is seen as a protection for girls by making them child-like for longer therefore reducing the risk of pregnancy. This practice normally occurs in girls between the ages of 9 and 15 and is usually carried out by the mother or grandmother. Breast ironing is a form of physical abuse and is condemned by the United Nations. The at-risk countries are listed below but staff at Valley are made aware that this practice can happen anywhere in the UK.

At-risk countries for breast ironing include:

Benin, Cameroon, Chad, Ivory Coast, Kenya and Zimbabwe

## **Male circumcision**

Male circumcision that is performed for any reason other than physical clinical need is termed non-therapeutic circumcision. The British Association of Paediatric Surgeons advises that there is rarely a clinical indication for circumcision. Doctors should be aware of this and reassure parents accordingly. Doctors / health professionals should ensure that any parents seeking circumcision for their son in the belief that it confers health benefits are fully informed that there is a lack of professional consensus as to current evidence demonstrating any benefits. The risks / benefits to the child must be fully explained to the parents and to the young man himself if he has the maturity to make his own decisions and understand the implications of those decisions (Fraser Guidelines/ Gillick competency).

The medical harms or benefits have not been unequivocally proven except to the extent that there are clear risks of harm if the procedure is done inexpertly.

The legal position on male circumcision is untested and therefore remains unclear. Professionals should be guided by the London Child Protection Procedures Part B Practice guidance on male circumcision.

## **Belief in spirit possession or witchcraft**

This harmful cultural practice is where parents, families and often the child themselves believe that an evil force has entered a child and is controlling them; the belief includes the child being able to use the evil force to harm others. This evil is variously known as black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah. Children are called witches or sorcerers.

Parents can be initiated into and / or supported in the belief that their child is possessed by an evil spirit by a privately contacted spiritualist / indigenous healer or by a local community faith leader. The task of exorcism or deliverance is often undertaken by a faith leader, or by the parents or other family members.

Forms of abuse can include physical, sexual, emotional and/or neglect. In addition, significant harm may occur when an attempt is made to 'exorcise; or 'deliver' the evil spirit from the child.

The London Child Protection Procedures Practice Guidance on spiritual, cultural and religious beliefs should be followed. The London Safeguarding Children Board website also has information in the section Resources about Culture and Faith.

Current guidelines for praying for children and engaging with them in a faith context are available in the 'Staying Safe and Secure' booklet, available at: [www.ccpas.co.uk](http://www.ccpas.co.uk), produced by the Churches' Child Protection Advisory Service (CCPAS) and the Metropolitan Police. Whilst the booklet is specifically for Christian communities, the principles it sets out for safeguarding children are the same across all faith communities and can be adapted accordingly.



## Peer to Peer Abuse.

As part of the school's annual safeguarding updates, all staff are made aware of the fact that children may be harmed by other children or young people. Staff at Valley Primary School are clear that abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

Similarly, whenever a child makes a disclosure of any sort but particularly relating to peer-on-peer abuse, staff should reassure victims that they are being taken seriously and that they are supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Peer on Peer abuse can take many forms such as (but not limited to):

- ☐ Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ☐ Abuse in intimate personal relationships between peers
- ☐ Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- ☐ Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- ☐ Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse
- ☐ 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
- ☐ Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- ☐ Upskirting which typically involves taking a picture under a person's clothing without their permission with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause humiliation, distress or alarm
- ☐ Initiation / hazing type violence and rituals (this could include involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Appropriate and inappropriate sexual behaviour amongst children is defined using the Brook Sexual Behaviours Traffic Light Tool (**Appendices 6, 7 & 8**)

## Sexual Violence

Sexual violence can be described as:

- ☐ Rape
- ☐ Assault by Penetration
- ☐ Sexual Assault – Person A commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents
- ☐ Causing someone to engage in sexual activity without consent – Person A commits an offence if s/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. This could include forcing someone to strip, touch themselves sexually or to engage on sexual activity with a third party.

What is Consent?

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

- ☐ 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

The following website has useful information when discussing consent with pupils and families. Staff will first need to consider the age and developmental stage of the child or group of children before using material from the site: <http://www.consentiseverything.com/#Home>

## **Sexual Harassment**

Sexual harassment can be defined as ‘unwanted contact of a sexual nature’ that can occur online and offline. Peer on Peer sexual harassment is likely to violate a child’s dignity and /or make them feel intimidated, degraded or humiliated and / or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- ☐ Sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- ☐ Sexual jokes or taunting
- ☐ Physical behaviour such as deliberately brushing against someone, interfering with someone’s clothes (schools should consider when any of this crosses a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature

## **Online Sexual Harassment**

Online sexual harassment may be standalone or part of a wider pattern of sexual harassment and / or sexual violence. It may include:

- ☐ Consensual or non-consensual sharing of nudes and semi-nude images and or videos
- ☐ Sharing of unwanted explicit content
- ☐ Sexualised online bullying
- ☐ Unwanted sexual comments and messages including on social media
- ☐ Sexual exploitation, coercion and threats
- ☐ Upskirting

The Voyeurism (offences) Act 2019 criminalises the act of ‘upskirting’. The Criminal Prosecution Service (CPS) defines ‘upskirting’ as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission.

It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places which can make it difficult to notice offenders.

## **Dealing with Incidents of Peer-on-Peer Abuse**

Incidents of Peer on Peer abuse will be treated in exactly the same way as any form of abuse. Staff should report any concerns or reported incidences of peer on peer abuse to one of the school’s Designated Safeguarding Leads. Like with any other disclosure, staff will:

- ☐ Listen to the child and offer reassurance without promising confidentiality
- ☐ Not cross examine the child
- ☐ Record the facts as they are reported on Safeguard and alert the school’s DSLs to this record
- ☐ Offer the relevant support to the victim and perpetrator and their respective families
- ☐ Carry out searches or confiscations as appropriate in line with DfE guidance
- ☐ Discuss the disclosure with the MASH Team at Bromley Children’s Social Care and / or the police where appropriate
- ☐ Where necessary implement a risk assessment to minimise risk and address the ongoing needs of the victim, the alleged perpetrator, other pupils and members of the school community.

Young people who display such behaviour may be victims of abuse themselves and the normal child protection procedures will be followed for both victim and perpetrator. Safeguarding incidents and or behaviours can be associated with factors outside of the school and can occur between children outside the school. All staff but especially the DSL should consider the context within which such incidents and or behaviours occur (contextual safeguarding) and an assessment should be carried out to establish as to whether the wider environmental factors

present in the child's life are a threat to their safety or welfare. The DSL should gather as much information as possible in readiness to share this with Bromley Children's Social Care in order for a fuller assessment to be carried out on the child and his/her family.

Other factors to consider when responding to reports of sexual violence or sexual harassment are:

- ☐ The wishes of the victim in terms of how they wish to proceed (this should never compromise the school's position to share information in order to safeguard children and young people)
- ☐ The nature of the alleged incident including whether a crime has been committed
- ☐ The right for anonymity especially when an allegation is progressing through the criminal justice system
- ☐ The age of the children involved along with their developmental stage
- ☐ Any imbalance of power between the children eg is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- ☐ Is the alleged incident a one-off or a sustained pattern of abuse?
- ☐ The potential need to keep the victim and perpetrator separated
- ☐ The terminology used to describe the alleged perpetrator or perpetrators
- ☐ The balance between support and the consequence / sanction for the perpetrator. All sanctions should be considered on a case-by-case basis
- ☐ The protection of the perpetrator against bullying or revenge attacks

In order to build pupils' awareness of and resilience to Peer on Peer abuse, the school deliver:

- ☐ A graduated Relationships curriculum from Reception through to Year 6 where there is a clear focus on relationships and the difference between healthy and unhealthy relationships along with a separate curriculum for Sex Education
- ☐ The NSPCC Pants Rule and Speak Out Stay Safe programmes
- ☐ A programme of PHSE which links to Fundamental British Values, the school's Core Values and regularly discuss cultural diversity, inclusivity and mutual respect

### Responding to the sharing of nude or semi-nude imagery

Nudes and semi-nudes can be shared by, and between, children and young people under a wide range of circumstances which are often not sexually or criminally motivated. The school's response to individual incidences will depend on the motivations behind the incident and the appropriateness of the child or young person's behaviour. In order to define each incident the following flow chart will be used:

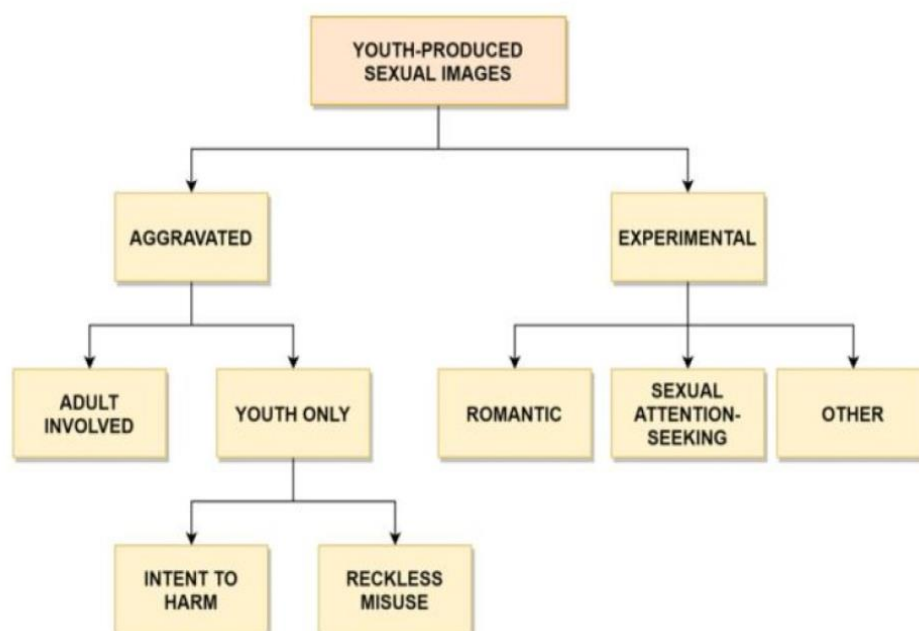


Fig 1: Sexting, a typology (Finkelhor & Wolak)

## Aggravated

Incidents involving additional or abusive elements beyond the creation, sending or possession of nudes and semi-nudes. These can be sub-categorised into:

- ☐ **Adult Involved** – adult offenders attempt to develop relationships by grooming children and young people in criminal sex offences even without the added element of nudes and semi-nudes. Victims may be family, friends, relatives, community members or contacted via the Internet. The images may be solicited by adult offenders
- ☐ **Youth Only (Intent to Harm)** – these cases can arise from interpersonal conflict such as break-ups and fights among friends, or criminal / abusive conduct such as blackmail, threats or deception, sexual abuse or exploitation by young people.
- ☐ **Youth Only (Reckless Misuse)** – no intent to harm but images are taken or sent without the knowing or willing participation of the young person who is picture. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result.

## Experimental

Incidents involving the creation and sending of nudes and semi-nudes with no adult involvement, no apparent intent to harm or reckless misuse. These can be further sub-categorised into:

- ☐ **Romantic** – incidents in which young people in ongoing relationships make images for themselves or each other and images were not intended to be distributed beyond the pair.
- ☐ **Sexual Attention Seeking** – the phrase ‘sexual attention seeking’ is taken directly from the typology however it is important to note that incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking or sharing their image.
- ☐ **Other** – cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse but also do not fit the romantic or attention seeking sub-types. These involve children or young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who do not appear to have sexual motives.

## Initial Response

When an incident involving nudes or semi-nude imagery comes to the attention of a member of staff, the following should happen:

- ☐ The incident should be referred to the DSL or Deputy DSL as soon as possible
- ☐ The DSL or DDSL should hold an initial review meeting with appropriate staff. This might include the staff member who received or heard the disclosure along with other members of the senior leadership team
- ☐ There should be subsequent interviews with the children or young people involved (if appropriate)
- ☐ Parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there are good reason to believe that involving the parents would put the child or young person at risk of harm
- ☐ A referral should be made to the police or social care immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

## Initial Review Meeting

The initial review meeting should consider the initial evidence and aim to establish:

- ☐ Whether there is an immediate risk to any child or young person
- ☐ If a referral should be made to the police or social care
- ☐ If it is necessary to view the image(s) in order to safeguard the child or 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 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 or young people involved which would influence a risk assessment
- ☐ If there is a need to contact another educational setting or individual
- ☐ Whether to contact parents or carers of the children or young people involved – in most cases they should be involved

### **Immediate Referral to the Police or Social Care**

An immediate referral should be made to the police and / or social care at the initial stage when:

- ☐ The incident involves an adult
- ☐ There is reason to believe that a child or young person has been coerced, blackmailed or groomed or there are concerns about their capacity to consent (for example as a result of SEND)
- ☐ What you know about the images or videos suggest the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- ☐ The images involve sexual acts and any child or young person in the images or videos is under the age of 13yrs
- ☐ You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes / semi-nude images for example they are presenting as suicidal or self-harming.

If none of the above apply, the school may decide to respond to the incident without involving the police or social care. The school can still choose to escalate at any time if further information / concerns are disclosed at a later stage.

The decision to respond to an incident without involving the police or children's social care should only be made in cases where the DSL or Deputy DSL is confident that they have enough information to assess the risks to any child or young person involved and the risks can be managed within the school setting through the pastoral support or behaviour policy and, where necessary, the local network of support.

The decision should be made and recorded in line with the school's safeguarding procedures and should be made based on the best interests of the child or young person involved. The decision should take into account the proportionality as well as the welfare and protection of any child or young person. The decision should be continually reviewed throughout the process of responding to the incident.

If doubts remain after following child protection procedures, local safeguarding arrangements should be followed.

Further guidance can be found at:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

## **8. Pupils with Special Educational Needs (SEN)**

At Valley Primary School, the Governors and staff understand that children with special educational needs or other health conditions can be faced with additional safeguarding challenges.

The possible additional barriers to recognising abuse or neglect in pupils with SEN include:

- ☐ assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or additional need without further exploration;
- ☐ these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- ☐ children with SEN and disabilities can be disproportionately impacted by things like bullying without showing any outward signs;

- ☐ communication barriers and difficulties in overcoming these barriers.

To avoid the abuse or neglect of pupils with SEN going unnoticed, the following procedures are in place:

- ☐ during the weekly safeguarding briefings, staff are challenged to clarify their concerns when discussing pupils with SEN as to whether concerning behaviour is linked to the disability or additional need or the result of abuse;
- ☐ Pupils with SEN who are subject to an Individual Provision Map (IPM), communicate their feelings about themselves and school through the termly review of the their IPM;
- ☐ Pupils are encouraged to talk to staff members about any concerns they might have and are free to communicate their concerns through the worry box system in pictorial form.

## 9. The Use of Reasonable Force

Staff at Valley Primary School are aware that, from time to time, circumstances arise when it is appropriate to use reasonable force to safeguard children, young people and staff. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of reasonable force may involve either passive physical contact such as standing between pupils or blocking a pupil's path or active physical contact such as leading a pupil away from an incident by the arm.

For pupils who display challenging behaviour whether as a result of SEN, disability or a medical condition, the school will look to offer support through making reasonable adjustments and the planning of positive, proactive behaviour support through the completion of an Individual Behaviour Plan which will be drawn up in consultation with the pupil, parents, staff and other relevant support professionals.

When dealing with extreme cases, staff who have received Positive Handling Training should be called to assist with pupils displaying challenging behaviour.

## 10. The Safeguarding of Looked After Children (LAC)

At Valley Primary School, it is recognised that the most common reason for children becoming looked after is as a result of abuse and / or neglect.

The Governing Body ensure that staff receive attachment training and other suitably appropriate training in order to raise awareness of the additional needs and behaviours of children who are looked after.

The **Head Teacher** is the staff member responsible for:

- ☐ Promoting the educational achievement of children who are looked after;
- ☐ Liaising with the Virtual Head to agree appropriate provision and the spending of Pupil Premium funding;
- ☐ Sharing the necessary information with relevant staff relating to the child's looked after status and contact arrangements with birth parents or those with parental responsibility.

## 11. Emotional Wellbeing and Mental Health

At Valley, staff are aware that mental ill-health can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also educated about adverse childhood experiences and how these can have a lasting negative impact throughout childhood, adolescence and adulthood and can affect mental health, behaviour and education.

Only appropriately trained professionals should attempt to make a diagnosis of mental ill-health but all staff are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or are at risk of developing one.

Staff should speak to the DSL or Deputy DSL to discuss any concerns they have and log their observations on Safeguard. Staff who have concerns relating to the mental health of a pupil who is also a safeguarding concern should speak to the DSL immediately.



The Community Wellbeing Service is the single point of access service for children and young people's emotional and mental wellbeing in the borough. Children and young people are referred in (or can self- refer), their difficulties are screened and it is then decided how best they can be supported. This could be through therapeutic support or signposting to a more appropriate local service.

When concerns arise relating to bullying, eating problems, family problems, depression, behaviour problems or anger, **Mrs Coulson**, the school's designated teacher for Mental Health and Pupil Wellbeing should be contacted in the first instance. The Community Wellbeing Service using the details below. **Self-referrals are accepted.**

Email: [info@bromleyy.org](mailto:info@bromleyy.org)

Secure NHS email: [BROMH.bromleyy@nhs.net](mailto:BROMH.bromleyy@nhs.net)

Phone: 020 3770 8848

Web Link: [www.bromleywellbeingcyp.org](http://www.bromleywellbeingcyp.org)

Another excellent site for advice and support is [Young Minds](#) .

If you need more specialist mental health support, then the Community Wellbeing Service will refer you to Bromley CAMHS (run by [Oxleas](#) NHS Trust). Their website contains useful information about what to expect when you visit as well as strategies and guidance.

## 12. Pupils with an allocated Social Worker

Staff at Valley Primary School recognise that when a pupil has a social worker it is a potential indicator that the pupils is more at risk than other pupils. This may mean that they are more at risk to further harm as well as facing education barriers to attendance, learning, behaviour and poor mental health.

When working with pupils who have an allocated social worker, the school will:

- ☐ Deploy a member of the Senior Leadership Team to oversee the plans for the pupil
- ☐ Work with the social work team and other relevant agencies to ensure the pupil's needs are taken into account when making plans
- ☐ Champion the pupil and ensure their voice is heard throughout the period of support
- ☐ Support the family as a whole to ensure the best possible outcomes for the pupil.

## 13. Dealing with Disclosures

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- ☐ The child asks you to keep silent – keep a secret
- ☐ Fear of breaking up the family
- ☐ Fear of exposing the child to further abuse
- ☐ Fear of breaking a trusting relationship with child/family
- ☐ Painful memories of your own abusive experiences
- ☐ Fear of reprisals to yourself/your children/family
- ☐ Fear of presenting evidence in court
- ☐ Afraid of misinterpreting or overreacting to the situation
- ☐ Assuming another agency is dealing with the problem
- ☐ The 'rule of optimism' – everything will work out OK
- ☐ Assuming one parent/carer will protect

- ☐ Believing the child is fantasising/lying
- ☐ Being persuaded by the child's retraction
- ☐ Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- ☐ Being unable to comprehend the unbelievable nature of the disclosure

### **WHY CHILDREN CANNOT TELL ABOUT ABUSE**

- ☐ Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- ☐ Threats from peers also involved in abuse
- ☐ May think s/he is to blame and fear arrest
- ☐ Fear the loss of the child's world – family, school etc
- ☐ May be emotionally dependent on abuser
- ☐ May have compartmentalised abuse
- ☐ Thinks will not be believed
- ☐ Low sense of self-esteem makes disclosure difficult
- ☐ May not realise sexual abuse is a crime – thinks it's normal
- ☐ May not wish to betray abuser
- ☐ May fear exposure and particularly public exposure
- ☐ May be ambivalent about sexual identity or feel guilty about taking part in abuse
- ☐ Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- ☐ Lack of appropriate language skills

### **WHY REFER?**

- ☐ Children have the right to be safe
- ☐ Adults have a responsibility to protect children
- ☐ Abuse is damaging
- ☐ Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- ☐ You only have one small piece of a jigsaw
- ☐ Children rarely lie about abuse
- ☐ An abuser may well abuse many other children who also have a right to protection

**For guidance, advice and support, contact the Bromley MASH Team on: 0208 461 7373 / 7379 / 7026**

If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the Designated Safeguarding Lead immediately so that the Referral and Assessment Service can be informed and the necessary protective measures implemented.

A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. The lead up to holiday periods especially the Christmas and Summer holidays can be an extremely stressful time for families. It is therefore imperative that all members of staff, including external providers are aware of the signs and behaviour which may indicate abuse, as above and fully understand the school's referral process.

#### **All staff must:**

- ☐ Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse



- ☐ Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

- ☐ Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- ☐ Listen to what is being said without displaying shock or disbelief.
- ☐ Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.
- ☐ Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.
- ☐ Not criticise the alleged perpetrator.
- ☐ Reassure the child that what has happened is not his or her fault.
- ☐ Stress that it was the right thing to tell.
- ☐ Explain what has to be done next and who has to be told.
- ☐ Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- ☐ Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- ☐ Sign and date the record of the disclosure.

The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, immediately. The member of staff must provide the DSL with a signed, dated written record of their concern which must be logged on Safeguard. The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

The Designated Safeguarding Lead must place the concern on the school's safeguarding file for the child (creating one if necessary). When the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, has been informed, he/she shall make the decision whether or not to refer the concern to Social Care.

Professionals in all agencies have a responsibility to refer a child to Children's Social Care when it is believed or suspected that the child:

- ☐ Has suffered significant harm; or
- ☐ Is likely to suffer significant harm.

All referrals to Children's Social Care must be made in writing using the Multi-Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns so that any emerging patterns are recognised.

The Referral and Assessment Service will be consulted when there is uncertainty about whether to refer. Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the Referral and Assessment Service at:

### **Bromley Children's Social Care Contact Details**

MASH Team

Phone: 020 8461 7373 / 7379 / 7026

London Borough of Bromley

Admin: 0208 461 7309 / 7014 / 7428

Civic Centre, St Blaise

E-mail: [mash@bromley.gov.uk](mailto:mash@bromley.gov.uk)

Stockwell Close

Bromley BR1 3UH

Fax: 0208 313 4400

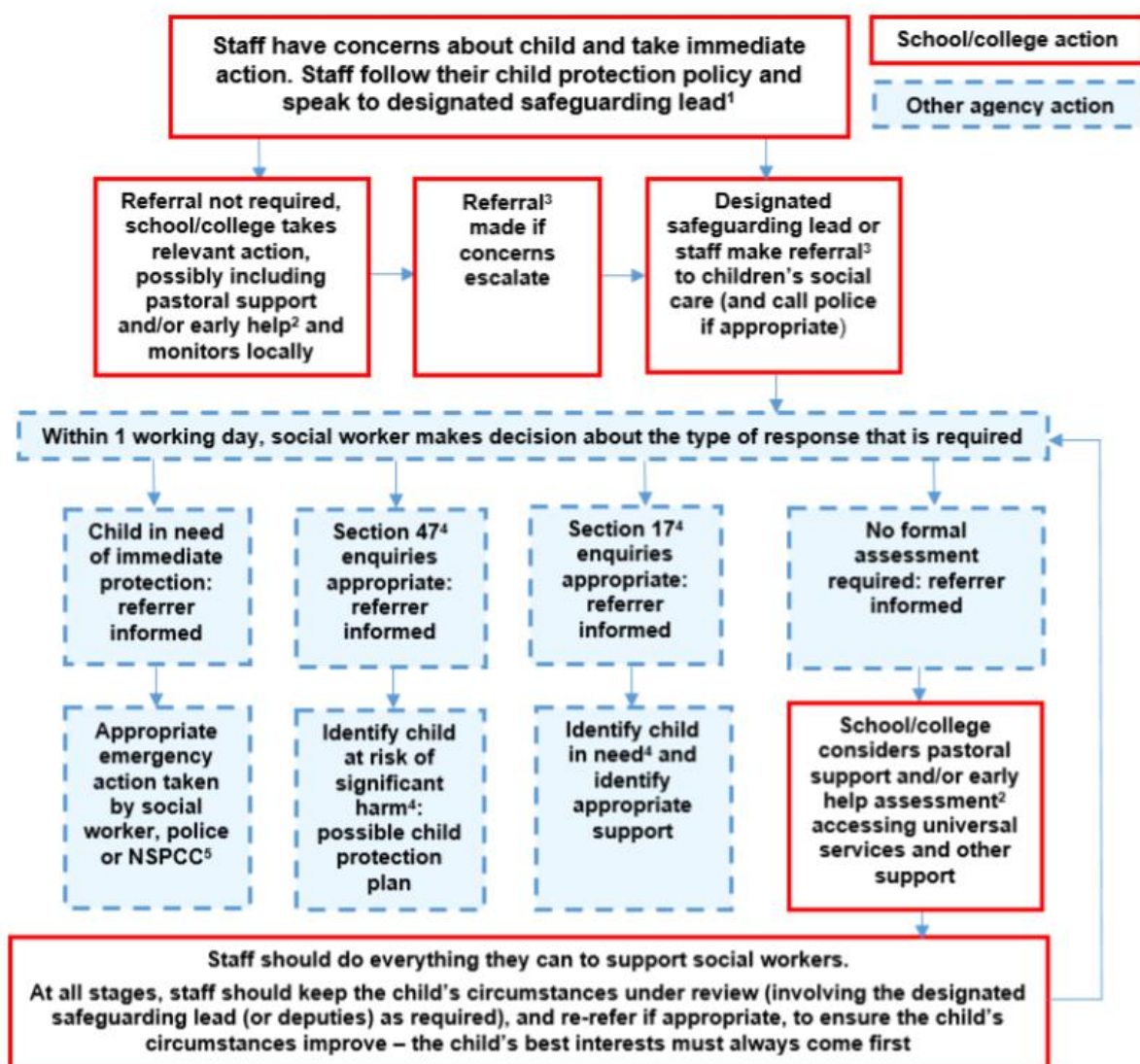
Emergency Duty Team (at weekends and outside normal working hours)

Phone: 0300 303 8671

The Governors and Head Teacher understand that handling disclosures and making referrals can be upsetting and emotionally challenging and will ensure all staff are supported through this process.

When considering any referral, staff at Valley Primary School refer to the 'Actions where there are concerns about a child' flow chart as set out in Keeping Children Safe in Education (2020).

### Actions where there are concerns about a child



## **14. Confidentiality**

Safeguarding information should be treated as confidential and only shared as part of the agreed school and Bromley Safeguarding Partnership protocols. All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals. Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts. Staff will be mindful that:

- ☐ Timely information sharing is essential for effective safeguarding
- ☐ Information must be shared on a need-to-know' basis but you do not need consent to share information if a child is suffering or at risk of serious harm
- ☐ Staff should never promise a child that they will not tell anyone about an allegation as this may not be in the child's best interest

Staff will be proactive in sharing information with other agencies and staff are trained with regard to GDPR and understand their duties in relation to this legislation. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe and this includes allowing practitioners to share information without consent.

## **15. Communication with Parents / Carers**

Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

## **16. Recording Keeping**

All safeguarding information is recorded on the school's electronic system called Safeguard. Records should include:

- ☐ A clear and comprehensive summary of the concern
- ☐ Details of how the concern was followed up and resolved
- ☐ A note of any action taken, decisions reached and the outcome

All other documentation relating to safeguarding will be kept separately from the child's school file for the duration of the child's school career and where a child changes school the forms/records will be sent to the Designated Safeguarding Lead at the receiving school as soon as possible. For in-year transfers, safeguarding files should be sent to the new school within 5 days or within 5 days of the start of a new term for all other transfers. Safeguarding files are sent separately to the child's school file ensuring secure transit. The child's chronology on Safeguard will be sent electronically (via a secure link) to the DSL at the child's new school. The school will retain a receipt for the records signed by the receiving school. The information contained will be regarded as confidential. Any request for access to the information by non-Bromley Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head Teacher/Designated Safeguarding Lead who is advised to seek legal advice before acting.

## **17. Safer Recruitment**

The school will comply with the guidance set out in Part 3 of Keeping Children Safe in Education (DfE, 2021). At least one member of every appointments panel will have completed Safer Recruitment training.

## **18. Dealing with concerns regarding school staff or volunteers**

To reduce the risk of inappropriate or unprofessional behaviour towards children, all staff including supply staff and volunteers must be aware of safer working practice as outlined in the Trust's Code of Conduct and must be familiar with the Government document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'.

A concern, sometimes referred to as an allegation, is any information which indicates that a member of staff including supply staff and volunteers may have failed to meet the requirements set out in the Trust's Code of Conduct, or may have:

- ☐ Behaved in a way that has harmed a child, or may have harmed a child;
- ☐ Possibly committed a criminal offence against or related to a child;
- ☐ Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children;  
or
- ☐ Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Staff who have concerns about another member of staff or volunteer should speak to the Head Teacher immediately. If staff have concerns about the Head Teacher, they should contact Mr. Mitchell, Valley Primary School's Chair of Governors.

When dealing with allegations that meet the harms threshold, where appropriate, an assessment of transferable risk to children with whom the person works should be undertaken. This should be done in consultation with the school's HR provider and LADO.

Where the school identifies a child has been harmed, that there may be an immediate risk of harm to a child(ren) or if the situation is an emergency, the DSL or Case Manager if different from the DSL, should contact children's social care and, as appropriate, the police immediately.

Two considerations should be made when an allegation is made which are:

- ☐ Looking after the welfare of the child(ren) – the DSL or Case Manager if different from the DSL is responsible for ensuring that the child is not at risk and referring suspected cases of abuse to children's social care and / or the police
- ☐ Investigation and supporting the person subject to the allegation – the DSL or Case Manager should discuss with the LADO the nature, content and context of the allegation and agree a course of action

Suspension should not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. Based on advice from the school's HR representative and/or risk assessment drawn up with the LADO, the following should be considered by the DSL or Case Manager before suspending a member of staff:

- ☐ Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- ☐ Providing an assistant to be present when the individual has contact with children
- ☐ Redeploying to alternative work in the school so the individual does not have unsupervised access to children
- ☐ Moving the child or children to classes where they will not come into contact with the member of staff but this should only be made if it is deemed to be in the best interests of the child or children and takes account of their views. It should be made making it clear that it is not a punishment and parents should be consulted
- ☐ Temporarily redeploying the member of staff to another role in a different location eg another school within the Trust

The definitions that should be used when the school determines an outcome of an allegation are:

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

## Low-Level Concerns

The term low-level concern does not mean that it is insignificant but it means that the behaviour towards a child does not meet the harms threshold (first three bullet points of this section of the policy). A low-level concern is any concern – no matter how small and even if no more than a ‘nagging doubt’ – that an adult working in or on behalf of the school may have acted in way that:

- ☐ Is inconsistent with the staff code of conduct including appropriate conduct outside of school
- ☐ Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of such behaviour could include but are not limited to:

- ☐ Being over friendly with children
- ☐ Having favourites
- ☐ Taking photographs of children on their mobile phone
- ☐ Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- ☐ Using inappropriate sexualised, intimidating or offensive language

It is essential that any such concerns, including those which do not meet the harms threshold, are shared responsibly with the DSL or other appropriate staff member / Governor and are recorded and dealt with appropriately.

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 the action taken. The name of the individual sharing their concerns should also be recorded. If the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Records of low-level concerns will be kept on the staff member’s personnel file and reviewed regularly to identify any patterns of behaviour. Where a pattern of behaviour is identified, further advice will be sought from the school’s HR representative and/or LADO and the necessary action taken. If, at any time, the harms threshold is met, the case will be referred to the LADO immediately.

As part of the review process, consideration will be given as to whether there are wider cultural issues within the school that enabled the behaviour to occur and, where appropriate, policies will be revised or additional training delivered to minimise the risk of such behaviours being repeated.

When dealing with any allegation against a staff member, supply teacher, volunteer or when dealing with low-level concerns, the Trust Managing Allegations Policy should be consulted and followed.

## Working with Volunteers

All volunteers who engage in regulated activity will undergo an enhanced DBS check including barred list information. Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised with pupils or allowed to engage in regulated activity.

## Risk Assessments

The school will undertake risk assessments and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. When undertaking a risk assessment, the following will be considered:

- ☐ The nature of the work with children
- ☐ What the establishment knows about the volunteer, including formal or informal information offered by pupils, staff, parents and other volunteers
- ☐ Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability



- ☐ Whether the role is eligible for an enhanced DBS check

## 19. Whistleblowing

All staff and volunteers should feel able to raise concerns about poor and unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.

The school has a separate Whistleblowing Policy and staff are asked to familiarise themselves with this policy as part of their annual safeguarding training.

Staff should consult the Whistleblowing Policy or consider contacting the NSPCC Whistleblowing Advice line when they think:

- ☐ the school / Trust doesn't have clear safeguarding procedures to follow
- ☐ their concern won't be dealt with properly or may be covered up
- ☐ they have raised a concern but that it hasn't been acted upon
- ☐ they are being treated unfairly

A Whistleblowing disclosure must be about something that affects the general public such as:

- ☐ a criminal offence has been committed, is being committed or is likely to be committed
- ☐ a legal obligation has been breached
- ☐ there has been a miscarriage of justice
- ☐ the health and safety of any individual has been endangered
- ☐ the environment has been damaged
- ☐ information about any of the above has been concealed

**NSPCC Whistleblowing Advice Line: 0800 028 0285 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)**

## 20. Training

Induction Training is mandatory for all members of staff where staff are familiarised with all the key policies including:

- ☐ Child Protection & Safeguarding Policy
- ☐ Keeping Children Safe in Education (DfE 2020) Part 1 and Annex A
- ☐ Behaviour Policy
- ☐ Code of Conduct
- ☐ Whistleblowing Policy
- ☐ Mobile Phone Policy
- ☐ Staff Handbook
- ☐ Staff Health & Safety Handbook

Staff are expected to attend a weekly Staff Briefing at 8.30am every Wednesday morning where aspects of safeguarding procedures are discussed. In addition, staff receive regular safeguarding and child protection updates and they are asked to file these in their Safeguarding Files which they are provided with upon induction.

Online safety training is provided periodically to all staff and the Senco provides training opportunities for all staff relating to the medical and health needs of pupils.

DSLs attend safeguarding training every two years and all staff receive annual update training.

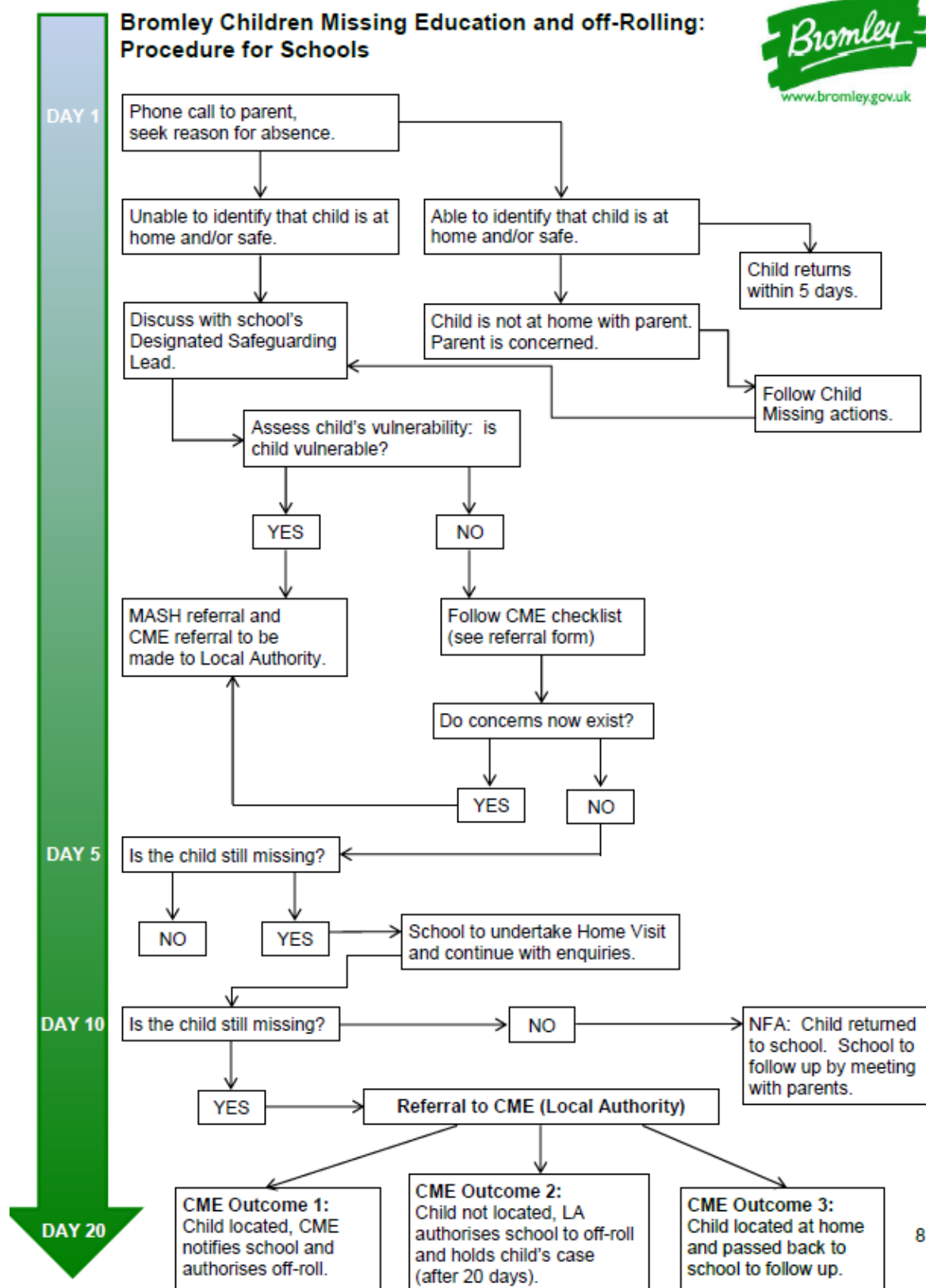
## **21. Use of the school premises for non-school activities**

In line with the school's hire agreement, when external providers such as community groups and sports clubs who provide services to children and young people under the age of 18 wish to hire facilities at Valley, the DSL, in collaboration with other relevant school staff will:

- ☐ Undertake the necessary checks to ensure that appropriate safeguarding measures are in place by the group, club or organisation
- ☐ Inspect all appropriate policies to inspect their validity
- ☐ Where policies are deemed to be invalid, the lead member of the group, club or organisation will sign the agreement form confirming their acceptance to follow all relevant safeguarding policies published by the school
- ☐ Offer the group, club or organisation a school-based named contact for all safeguarding matters

A failure by a group, club or organisation to comply with the above would lead to a termination of the hire agreement.

## Appendix 1: Bromley Children Missing in Education and Off-Rolling Procedure for Schools

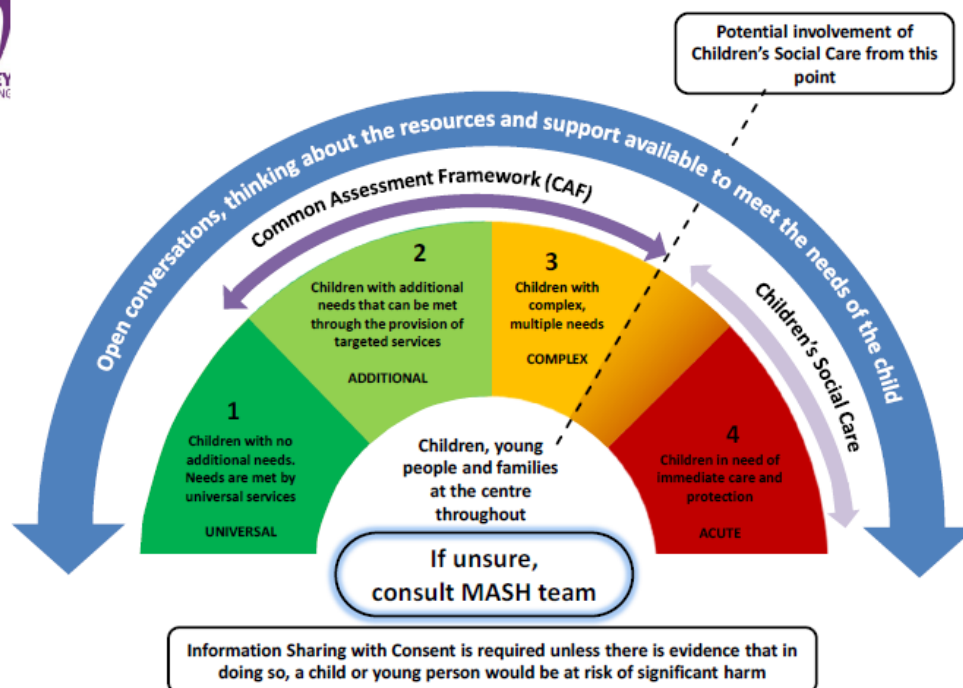




## Appendix 2: Continuum of Need & Bromley Threshold of Need – A Quick Guide



### Bromley Continuum of Need












## Appendix 3: Bromley Threshold of Need

Level of need	Example indicators	How to refer
<b>Level 1: Universal Services</b>  No additional needs.	<ul style="list-style-type: none"> <li>achieving key stages</li> <li>good physical health with age appropriate milestones</li> <li>good quality early attachment; confident in social situations</li> <li>stable families where parents are able to meet the child's needs</li> <li>parents provide secure and caring parenting</li> </ul>	<ul style="list-style-type: none"> <li>No Common Assessment is required</li> <li>Children should access universal services in the normal way e.g. education, children's centre, GP, etc.</li> </ul>
<b>Level 2: Additional needs</b>  Early Help. Children with low level additional needs that are likely to be short term.	<ul style="list-style-type: none"> <li>children with development delay</li> <li>low attendance at school</li> <li>young people not in education, employment or training</li> <li>recurring health problems</li> <li>early onset of offending behaviour</li> <li>young parents under 16 years</li> <li>risk taking children</li> <li>early signs of neglectful parenting</li> <li>children affected negatively by parental learning difficulty, substance misuse or mental health</li> <li>isolated incidents of minor physical/emotional violence in family, not witnessed by child</li> </ul>	<p>Referrals for <b>Early Help and Family Support</b> can be made using: <a href="http://www.bromley.gov.uk/info/200017/children_and_families/533/common_assessment_framework_caf">http://www.bromley.gov.uk/info/200017/children_and_families/533/common_assessment_framework_caf</a></p> <p><b>Bromley Children Project (BCP)</b> will make contact with the referrer to assess the level of support required. If it is felt that BCP is not the right service, assistance will be given to find a more suitable service.</p> <p>Tools used at L2 are the <b>Common Assessment Framework</b> and <b>Team Around the Child</b>.</p> <p>Examples of services are Family Support Services, Community Wellbeing Service, Education Welfare, Education Psychology or Targeted Youth Support.</p>
<b>Level 3: Complex Needs</b>  Children with high level additional unmet or complex needs which are likely to require longer term intervention from statutory and/or specialist services.	<ul style="list-style-type: none"> <li>persistent absence/exclusion from school or missing episodes from home/care</li> <li>education Health and Care Plan</li> <li>chronic health problems</li> <li>self harm</li> <li>pregnant or in sexual relationship (13-16 years)</li> <li>inadequate physical care/supervision of a child</li> <li>serious and/or persistent physical violence in the family</li> <li>child mental health issues requiring specialist intervention</li> <li>parental substance misuse or mental health needs overshadows capacity to meet child's needs</li> <li>child vulnerable to CSE/CCE/risk of grooming / gang affiliation</li> <li>assessment needed to assess risk of FGM</li> <li>child associates with people who hold extremist views</li> </ul>	<p>The <b>Common Assessment Framework</b> can be used as supporting evidence to gain specialist/targeted support at Level 3: <a href="http://www.bromley.gov.uk/info/200017/children_and_families/533/common_assessment_framework_caf">http://www.bromley.gov.uk/info/200017/children_and_families/533/common_assessment_framework_caf</a></p> <p>Based on need and risk, <u>some</u> cases at Level 3 will require Children's Social Care involvement. If unsure, consult the <b>Multi-Agency Safeguarding Hub (MASH)</b> during office hours. Telephone: 0208 461 7309 / 7373 / 7379 / 7026 and send the completed referral to form to: <a href="mailto:mash@bromley.gov.uk">mash@bromley.gov.uk</a></p> <p>Out of hours (emergencies only), telephone: 0300 303 8671.</p> <p><u>May</u> be eligible for a Child in Need (S17) service from Children's Social Care.</p> <p>Agencies involved could be Children's Social Care, Youth Offending Service, CAMHS, GPs and specialist school staff.</p> <p><u>Other specialist assessments may be required.</u></p> <p>Children missing education will be referred to Education Welfare Services.</p>
<b>Level 4: Acute Needs</b>  Children in need of immediate care and protection. Specialist and Statutory Response required.	<ul style="list-style-type: none"> <li>physical, emotional or sexual abuse or neglect that may cause significant harm to the child</li> <li>serious domestic violence increasing in frequency/severity</li> <li>parental substance misuse, mental health or disability puts child at risk of harm</li> <li>evidence that child is victim of CSE / CCE/ frequent missing / gang affiliation</li> <li>child with complex mental health needs</li> <li>child's substance misuse is putting them at risk</li> <li>concern that FGM has occurred</li> <li>risk of forced marriage or honour based violence</li> <li>evidence that the child supports violent extremist ideologies</li> </ul>	<p>Contact the <b>Multi-Agency Safeguarding Hub (MASH)</b> during office hours. Telephone: 0208 461 7309 / 7373 / 7379 / 7026 and send the completed referral to form to: <a href="mailto:mash@bromley.gov.uk">mash@bromley.gov.uk</a></p> <p>Out of hours (emergencies only), telephone: 0300 303 8671.</p> <p>A social worker will be allocated. These children require statutory protection, such as child protection (S47) or legal intervention. Some of these children may need to be accommodated by the local authority.</p> <p>Agencies involved could be Children's Social Care, Youth Offending Service, CAMHS, GPs and specialist school staff. CSE screening tool to be completed and referred to CSE coordinator if appropriate.</p>

### Child Sexual Exploitation Warning Signs - **SAFEGUARD**

Often, children and young people who are victims of sexual exploitation do not recognise that they are being abused. There are a number of warning signs that can indicate a child may be being groomed for sexual exploitation. To assist you in remembering and assessing these signs and behaviours, we have created the mnemonic - **SAFEGUARD**.

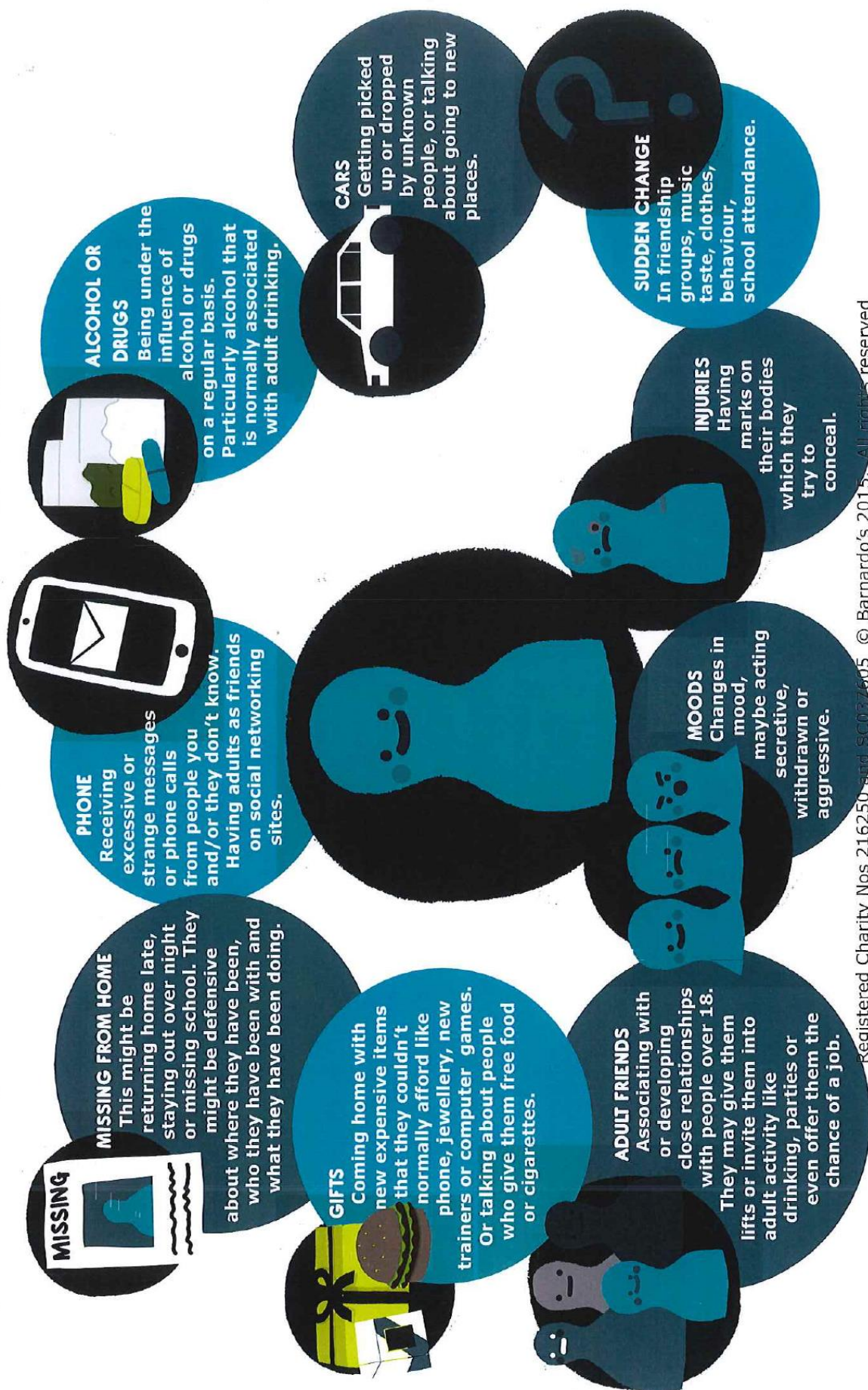
	<h4><b>S</b>exual identity, wellbeing and choice</h4> <p>Sexually transmitted infections (particularly repeat infections); Pregnancy; terminations; changing or out of character sexual behaviour; exploring sexual relationships in an unsafe context or environment; unable to disclose sexual orientation and fearful of societal responses.</p>
	<h4><b>A</b>bsence, truancy and going missing</h4> <p>Truancy from school, including during the school day; missing from home or care, and repeat incidents; travelling outside borough/town when missing; unexplained absences.</p>
	<h4><b>F</b>amily and home</h4> <p>Sexual, physical, emotional abuse and neglect; risks of forced marriage or so called honour based violence; female genital mutilation; domestic violence; substance misuse; parental mental health concerns; bereavement; parental and sibling criminality; experiences of homelessness or sofa surfing; living in care or temporary accommodation; immigration status.</p>
	<h4><b>E</b>mootional and physical health</h4> <p>Suicidal thoughts, plans and attempts; self-harm; low self-esteem/confidence/worth; learning difficulties; changing emotional wellbeing and signs of poor mental health; unexplained injuries and changes in physical appearance.</p>
	<h4><b>G</b>angs, Groups, Age Gaps and Crime</h4> <p>Involvement in gangs or gang affected family, peers or siblings; concerns of abusive peer groups; involvement with older individuals or groups, lacking friends in the same age groups; older 'boyfriends'; sudden changes in peer groups; bullying, both on and off line; friends of young people experiencing CSE.</p>
	<h4><b>U</b>se of technology and sexual bullying</h4> <p>Sexting, both sending and receiving; being listed on social network pages in relation to sexual activity and, or named in videos; secretive use of the internet/phones/social networking sites; sudden behaviour changes when using the phone or internet; control via phone or internet; multiple or secretive social networking profiles.</p>
	<h4><b>A</b>lcohol and substances</h4> <p>Reliance on and changing use of substances, both legal and illegal.</p>
	<h4><b>R</b>eceipt of unexplained gifts or money</h4> <p>Unexplained money, mobile phones; phone credit, items, clothes, money; new nails; travel in taxis; gifts where payment is required at a later date; worries about having debts</p>
	<h4><b>D</b>istrust of authority figures</h4> <p>Resistance to communicating with parents, carers, teachers, social services, health, police and others.</p>

**SAFEGUARD** Mnemonic taken from the London Child Sexual Exploitation Operating Protocol, 3<sup>rd</sup> Edition (June 2017)



## SPOT THE SIGNS

When a child or young person is being exploited it can be difficult for them to see what is happening or know how to tell someone. It is important therefore that as parents and carers we are able to spot the warning signs and know how to best offer support.





# SEXUAL BEHAVIOURS

●●● TRAFFIC LIGHT TOOL

## Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

## Appendix 7: Brook Sexual Behaviours Traffic Light Tool 5-9 years



# SEXUAL BEHAVIOURS

●●● TRAFFIC LIGHT TOOL

### Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### ● Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

#### ● Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

#### ● Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.



## Appendix 8: Brook Sexual Behaviours Traffic Light Tool 9-13 years



# SEXUAL BEHAVIOURS

●●● TRAFFIC LIGHT TOOL

### Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### ● Green behaviours

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

#### ● Amber behaviours

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

#### ● Red behaviours

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

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.