



Designated Safeguarding Lead: Nicola Todd, Deputy Head

**In the event of Nicola Todds absence, the issue should be referred to
Denise Selby, School Manager.**

This policy must be read in conjunction with Lincolnshire Safeguarding Children's Board Interagency Procedures. These procedures can be accessed via the LCSB website:
www.lincolnshirelscb.org.uk

The school has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for instance:

- Anti-Bullying
- Attendance
- Staff Behaviour Policy/Code of Conduct
- Physical Interventions/Restraint
- Special Educational Needs
- Educational Visits
- First Aid and the Administration of Medicines
- Health and Safety
- Sex and Relationships Education
- Whistle Blowing
- Behaviour Management
- Allegations against Staff
- Complaints Procedure
- Attendance
- Curriculum
- Teaching and Learning

- Drug Education
- E Safety and Acceptable use, including staff use of mobile phones
- Risk Assessments
- Recruitment and Selection
- Child Sexual Exploitation
- Sexual violence and sexual harassment between Children Policy
- All CIT Policies can be found here: <https://citacademies.co.uk/cit-policies/>

Background Information

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, And in line with government publications: 'Working Together to Safeguard Children' 2018, 'What to do if you are worried a child is being abused 2015', and 'Keeping Children Safe in Education 2021', a statutory document that all staff and volunteers must read; ([Appendix 1](#)).

The Governing Body takes seriously its responsibility under section 175 (for LA Schools/section 157 for Academies and Independents) of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers including governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

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

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference [Appendix 1](#))

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff and volunteers working within our school, who have substantial access to children, have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check including a prohibition order check for teachers, and a central record is kept for audit.

Safeguarding Children – the action we take to promote the welfare of children and protect them from harm – is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play. Children are best protected when professionals are clear about what is required of them individually, and how they need to work together. Effective safeguarding systems are those where:

- The child’s needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that each child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children’s Social Care and/or police.
- All professionals recognise that children with special educational needs and disabilities can have additional safeguarding challenges and, assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability, are not made without further exploration.

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior board level lead to take leadership responsibility for the organisation’s safeguarding arrangements;

- clear whistleblowing procedures, which reflect the principles in Sir Robert Francis's Freedom to Speak Up review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- arrangements which set out clearly the processes for sharing information, with other professionals and with Lincolnshire Safeguarding Children Board (LSCB);
- a designated professional lead for safeguarding. Their role is to support other professionals in the school to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safer recruitment practices for individuals whom the school will permit to work regularly with children, including policies on when to obtain a disclosure and barring list check;
- appropriate supervision and support for staff, including undertaking safeguarding training;
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- all professionals should have regular reviews of their own practice to ensure they improve over time. (Working Together to Safeguard Children – 2018)

Early Help

Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. Working Together to Safeguard Children (2018) identifies the critical features of effective Early Help as:

'A multi-disciplinary approach, that brings a range of professional skills and expertise through a "Team around the Child" approach.

- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- Practice that empowers families and helps them to develop the capacity to resolve their own problems
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process
- Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. All forms and guidance for Early Help including Signs of Safety are available at www.lincolnshirechildren.net

What is Team around the Child (TAC)?

TAC is a shared assessment and planning framework which is in use by a variety of agencies across the county and is employed in similar format throughout the country.

It aims to help with the early identification of additional needs of children and young people and promote a co-ordinated multi agency response to meet them. TAC can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. There are four main stages in setting up a TAC:

Early identification of needs

- Assessing strengths and needs in a consistent and methodical framework
- Developing and delivering integrated services
- Reviewing and refining the support arrangements

Support and Guidance Available; Please refer also to the LSCB Website and publications

(Particularly "Meeting the Needs of Children in Lincolnshire") at www.lincolnshirelscb.org.uk.

In addition, the following staff are available to support professionals;

Early Help Advisors are based within Customer Service Centre (01522 782111). They offer consultations to professionals for new cases where practitioners need some advice or guidance. The Advisors are qualified social workers who will advise on all levels of safeguarding and thresholds.

Early Help Consultants provide support, advice and guidance to lead professionals on existing TAC Cases. They will use Signs of Safety methodology to map and/or quality assure cases in order to secure improved outcomes for children, young people and their families. Contact via your local TAC Co-ordinator in your locality (details at www.lincolnshirechildren.net)

TAC Administrators provide administrative support, maintain records, monitor processes, and can signpost professionals to local services.

Further Support for Schools and Academies

In addition to the support outlined above, schools and academies can request case supervision for all TAC cases where the Lead Professional is employed in an educational setting. For these cases administrative support can also be requested in the form of arranging meetings and typing of assessments and plans. This support can be accessed via the Request Forms at www.lincolnshirechildren.net/tac

The Designated Safeguarding Lead acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi- disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the Designated Safeguarding Lead immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

THE FOLLOWING PROCEDURES MUST BE ADHERED TO:

The school will:

- ensure all staff follow the LSCB 5 year training pathway (see Appendix 6) and receive a safeguarding update as part of their induction, to enable them to understand and fulfil their safeguarding responsibilities effectively
- the Designated Safeguarding Lead also follows the LSCB 5 year training pathway and attends the LSCB Inter-Agency Safeguarding Training
- the Designated Safeguarding Lead and/or deputy attend the briefings for Designated Safeguarding Lead's coordinated by the Safeguarding in Schools Team; therefore enabling them to remain up to date with safeguarding practices and be aware of any emerging concerns/themes in Lincolnshire. The expectation is

that the Designated Safeguarding Lead will attend at least two briefings per academic year.

- ensure that every member of staff and volunteer including governors know:
 1. the name of the designated safeguarding lead and his/her role;
 2. that they have individual responsibility for referring child protection concerns to the designated safeguarding lead immediately;
 3. where the LSCB Procedures and other supporting documents are located (electronic or otherwise);
- ensure that members of staff and volunteers receive training on signs and symptoms of abuse at regular intervals as recommended by the LSCB and know how to respond appropriately to a pupil who may disclose abuse;
- ensure that staff understand the content of the Child Protection Policy. It is a core component of safeguarding children and young people;
- ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding children and young people and have access to the school's child protection policy;
- ensure that safer recruitment practices are adopted which help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. (Keeping Children Safe in Education 2018)
- ensure that all relevant staff, volunteers and governors have completed a School Staff Disqualification Declaration (Childcare Disqualification Regulations 2009)
- ensure that a senior member of the school staff with responsibility for recruitment has Safer Recruitment training certification and that this is refreshed at least every 5 years and someone with this certification is present on interview panels;
- ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and those concerns are addressed sensitively and effectively.

The Governing Body will:

- have robust safeguarding procedures in place;
- operate safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR)
- ensure that the school reviews its training needs and child protection policy and procedures annually;

- ensure that any deficiencies or weaknesses in regard to safeguarding children and young people arrangements are brought to the attention of the governing body and are remedied without delay;
- ensure that the Chair of Governors is nominated to be responsible for liaising with the Local Authority Designated Officer and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the CEO, and that there are procedures for dealing with allegations in school.
- Have a nominated Governor for Safeguarding (Pauline Brownlow) who works with the school's Designated Safeguarding Lead.
- Have a member of the Leadership Team who is designated to take lead responsibility for the dealing with Safeguarding and Child Protection issues.

Children Missing Education (CME)

A child missing education is not necessarily 'missing' i.e. a runaway. Unless further information comes to light whilst investigating a child missing education, the child is deemed to be in the care of their family and is considered only as a child who is not in educational provision. There is a mandatory legal duty for all schools and local authorities to report children missing education (CME). Further investigations of CME may result in identifying the child as vulnerable if there are additional concerns for the family and the location of the family is unknown. In these situations the process will link with the missing person protocol.

<https://www.lincolnshire.gov.uk/parents/schools/for-schools/stay-safe-partnership/safeguarding-in-schools/127728.article>

Child needing immediate medical treatment:

If a child comes to school in need of immediate medical treatment they should initially be taken to a school's designated first-aider, where appropriate action will be taken. This may involve:

- a call or delivery to the local health centre;
- delivery to hospital;
- a call to emergency services.

If in the judgement of the Designated Safeguarding Lead, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. The Designated Safeguarding Lead must refer the case to Social Care (see procedures below). Provision of medical treatment should not be delayed by attempts to contact the parent or carer in advance and in some cases of suspected child abuse it would be inappropriate to alert parents (see below).

Child about whom there is a suspicion of possible abuse but no need for immediate medical treatment:

If it is believed that a child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence, this should be brought to the attention of the statutory child protection services immediately;

The Designated Safeguarding Lead should report their concerns to Social Care via the Children's Services Customer Service Centre on 01522 782111. Do not delay if the designated safeguarding lead is unavailable.

Confidentiality and Information Sharing

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

We recognise that all matters relating to child protection are highly confidential and the Headteacher or Designated Safeguarding Lead will share that information on a 'need to know, what and when' basis. These concerns should never be discussed elsewhere, inside or outside the school unless in confidential meetings organised for that purpose. Where knowledge or suspicion of abuse is an issue, professionals can never promise confidentiality and neither should they promise to keep secrets. Information will be shared in line with the key principles outlined in 'What to do if you are worried a child is being abused 2015'. In cases involving possible child abuse the school has a duty to share information.

It is good practice for professionals to discuss any concerns they have with the person(s) who has parental responsibility for the child/children, and where possible, to inform them of school's intention to make a referral to Social Care. Full details of any such conversation should be recorded on the school's safeguarding record of concern sheet. However, there are exceptional circumstances where such discussion may place the child at increased risk of significant harm. In these circumstances, it can be appropriate to refer without the knowledge of the person(s) with parental responsibility, although Social Care will subsequently disclose the source of the referral to the family. In cases where a professional is acting in good faith on third party information it may not be appropriate for Social Care to reveal the source of the referral. Social Care will advise the professional of their decision on this point.

Other factors relevant to the decision to refer without prior discussion with the family include:

- Sexual abuse, organised abuse or fabricated illness is suspected
- It isn't possible to contact parents without causing undue delay in making a referral
- Issues of staff safety
- The risk of destroying evidence

- The likelihood of children or other family members being intimidated
- Possibility of increased risk of domestic abuse
- Possibility of the family moving to avoid professional scrutiny

School staff must not themselves take any further action although if a parent, carer or other individual volunteers information this should be recorded and passed on. On referral to Social Care the designated safeguarding lead needs to be clear about:

- the nature of the concerns;
- how and why they have arisen;
- what appears to be the needs of the child and family, including any special needs arising from cultural, physical, psychological, medical or other factors;
- if known, what other agencies and professionals are involved with the child and family;
- his/her expectations of Social Care;
- the action to be taken by Social Care upon receipt of the referral;
- the action to be taken, and by whom, if any agreed plan is not carried out.

All verbal communications should be confirmed in writing, using the Safeguarding Referral Form, within 24 hours. The form is available at www.lincolnshirechildren.net

The caller will be informed about this by Social Care at the time.

The Designated Safeguarding Lead should keep records of any signs of abuse, neglect or any other injury and of any action taken which are timed, dated and signed. He/she should record the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch – no photograph should be taken except by the Police and/or if appropriate. Any explanation or comments made by the child or their carer should be recorded in their exact words if possible. It should also be recorded whether or not the family has been informed of the reasons for the concern and the actions taken by the Designated Safeguarding Lead.

It is not the responsibility of school staff to investigate suspicions of child abuse but to pass on all relevant information to Social Care via the Children's Services Customer Service Centre (CSC). Any investigations conducted by the school are potentially detrimental to the formal investigative process and ultimately to the safety of the child in question.

Where others, such as Education Welfare Officers, Youth Workers or Educational Psychologists are involved, the Designated Safeguarding Lead should check with them to see if they have any concerns. Their comments should be noted and passed on with the referral to Social Care. The Designated Safeguarding Lead can also check whether the child is subject to a Child Protection Plan by making enquiries with CSC staff. This action does not constitute a referral.

Following a Child Protection Investigation where the concerns are substantiated and the child is judged to be at continuing risk of harm, Social Care may convene a Child Protection Conference. It is expected that the Designated Safeguarding Lead will attend and provide a written report. If they are unable to attend for unavoidable reasons, or send a representative, they should submit the written report in the format of the Early Help Form, unless otherwise directed. It is essential that schools are represented at conference, and any subsequent Core Group Meetings and that they actively participate in any Child Protection Plan for children on their school roll.

If, following an Initial Investigation, concerns are substantiated but the child is not judged to be at continuing risk of significant harm, Social Care may decide that a plan for the child's future safety and welfare can be implemented without the need to convene a Child Protection Conference. If the Designated Safeguarding Lead still has serious concerns that a child may not otherwise be adequately safeguarded there is an expectation the LSCB Escalation policy available at www.lincolnshirelscb.org.uk, will be followed. Section 4 of the LSCB Inter-Agency Procedures describes more fully Child Protection Conferences, Core Groups and Reviews.

All schools should have in place a contingency plan should the Designated Safeguarding Lead be unavailable. In any event reporting suspicion of child abuse should not be delayed.

In the event of the above regarding a student over the age of eighteen, the following procedure will be adhered to in line with adult social care; 01522 782155.

The **Emergency Duty Team** should be contacted outside normal working hours on 01522 782333.

Responding to Concerns

All staff have a responsibility to respond to disclosures by children or other concerns and pass these concerns on to the Designated Safeguarding Lead immediately. It is vital that staff do not:

- dismiss concerns or disclosures as insignificant, they may provide a vital link to other information;
- keep such concerns to themselves;
- promise secrecy to children or adults making disclosures but reassure them that information will be shared appropriately and confidentially.

It is unacceptable for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff. The Designated Safeguarding Lead/Head teacher will ensure that:

- factual information only is shared;

- the information is shared appropriately and confidentially with the appropriate professionals;
- this is recorded on the child's individual, confidential file in school.

Allegations made against people who work with children

Where any member of staff becomes aware of an allegation of child abuse made against a colleague, Child Protection procedures must be followed. The Headteacher must be notified or, where the allegation is against the Head teacher, the Chair of Governors must be informed. All allegations of alleged or suspected abuse against a person who works with children must be reported to Jemma Parkinson or Rachel Powis 01522 554674, Lincolnshire's Local Authority Designated Officers (LADO).

This applies even where the nature of the alleged assault would not normally meet the threshold applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home;
- the higher standards of conduct demanded by law and regulation of those caring for other people's children;
- the position of trust enjoyed by such people.

The following statutory guidance is taken from 'Keeping Children Safe in Education 2018'.

The guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or relating to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they worked regularly or closely with children.

This part of the guidance relates to member of staff who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. A LADO referral form should be completed for each contact with LADO and emailed to LADO@lincolnshire.gov.uk

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's Social Care services. In these cases, local arrangements should be followed to resolve cases without delay. For Lincolnshire the Principal/Proprietor or Chair of Governors must contact the LADO to discuss allegations of abuse made against staff/volunteers.

[Appendices listed below...](#)

**LIST OF APPENDICES RELEVANT TO
THE CHILD PROTECTION & SAFEGUARDING POLICY:**

APPENDIX 1 - Statutory Document 'Keeping Children Safe in Education 2021' Part 1 must be read by all staff. Please follow this link: <https://greenfields-cit.co.uk/wp-content/uploads/2019/03/Appendix-1-Keeping-children-safe-in-education-part-1-Sept-2018.pdf>

The other parts are for the Designated Safeguarding Lead, Headteacher, Governors and those involved with Recruitment.

The definitions of abuse are within this document, as are information about Child Sexual Exploitation, Female Genital Mutilation and Radicalisation. Training regarding these areas is available via www.lincolnshirelscb.org.uk

In addition, Female Genital Mutilation Awareness training is also available from the Home Office; <http://www.fgmelearning.co.uk/>

APPENDIX 2 - Indicators of Child Abuse

APPENDIX 3 - Information on Forced Marriage and Female Genital Mutilation

APPENDIX 4 - Information on Extremism and Radicalisation

APPENDIX 5 - Advice on any aspect of Child Protection can be sought from the Child Protection Team – details are attached.

APPENDIX 6 - LSCB 'The 5 Year Safeguarding Training Pathway'

A comprehensive list of Safeguarding/Child Protection training undertaken by Greenfields staff and Governors, is held by the Designated Safeguarding Lead.

APPENDIX 7 - Safer Recruitment

APPENDIX 8 - C.I.T Dealing with Allegations Policy

APPENDIX 9 - Peer on Peer Abuse Policy

APPENDIX 10 - Sexual Violence and Sexual Harassment between Children Policy

APPENDIX 2 - Indicators of Child Abuse

Information: Lincolnshire Safeguarding Board:

Child Abuse

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. Indicators of physical abuse:

Indicators:

- Unexplained injuries or burns, particularly if they are recurrent injuries of varying ages and types
- Improbable reasons given to explain injuries
- Refusal or reluctance to discuss injuries
- Untreated injuries, delay or fear in seeking treatment
- Admission of punishment which appears excessive
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Child shows fear of returning home
- Self-destructive tendencies in children
- Aggressive towards others
- Running away from home
- Bruising on very young babies

Emotional Abuse

Emotional Abuse Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children to frequently 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, though it may occur alone.

Indicators:

- Physical, mental and emotional development delay• Over-reaction to mistakes
- Low self-esteem, e.g. self-deprecation
- Sudden speech disorders
- Excessive fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking; hair twisting; thumb sucking)
- Self-mutilation
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Eating disorders
- School refusal

Neglect

Neglect 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. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent/carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate carers. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Indicators:

- Constant hunger and/or excessive tiredness
- Poor personal hygiene
- Poor state of clothing/inadequate clothing
- Frequent accidental injuries

- Untreated medical problems
- Delay in seeking treatment
- Low self-esteem
- Lack of social relationships
- Eating disorders
- Children persistently left without adequate supervision

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activity, including sexual exploitation, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include noncontact activities, such as involving children in looking at, or in the production of, pornographic material, images of child abuse or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Indicators:

- Sudden changes of behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Regression to younger behaviour such as thumb sucking, play with discarded toys, acting like a baby
- Complaints of genital itching or pain
- Unexplained abdominal pain
- Distrust of a familiar adult or anxiety about being left with a particular person, relative, babysitter or lodger
- Unexplained money or gift
- Apparent secrecy
- Sleep disturbances or nightmares
- Wetting day or night
- Chronic illness, especially throat infections
- Sexually transmitted diseases

- Eating disorders, self-harm or attempted suicide
- Unexplained pregnancy
- Phobias or panic attacks
- Physical and emotional developmental delay

Further Information:

Lincolnshire Safeguarding Children Board offer an e-learning module and face-to-face training on child abuse and neglect. If you would like an update at any point, please contact the Safeguarding Lead.

APPENDIX 3 - Information on Forced Marriage and Female Genital Mutilation

Forced Marriage (FM)

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

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

Female Genital Mutilation (FGM)

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

What is FGM?

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

4 types of procedure:

- Type 1: Clitoridectomy – partial/total removal of clitoris
- Type 2: Excision – partial/total removal of clitoris and labia minora
- Type 3: Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4: all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community

- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is child abuse and is illegal. As of 31/10/15, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in schools are required to report cases of FGM to the police. This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty related to a disclosure that FGM has already happened and this should be reported to the police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

Circumstances and occurrences that may point to FGM happening:

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

Signs that may indicate a child has undergone FGM:

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

- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.

APPENDIX 4 - Information on Extremism and Radicalisation

C.I.T seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalists and Loyalist paramilitary groups, and extreme Animal Rights movements.

The current threat to terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalization of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Greenfields Academy is clear that this exploitation and radicalization should be viewed as a safeguarding concern.

Prevention work and reduction of risks will include the RE curriculum, SEND policy, assembly policy, the use of school premise by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

C.I.T adheres to the Prevent Duty Guidance for England and Wales July 2015.

Risk Assessment

Settings need to assess the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. They should have robust safeguarding policies to identify children at risk, appropriate intervention and the most appropriate referral option. The policy should also cover the suitability of visiting speakers.

Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that setting need to refer to. The Lincolnshire profile is currently being amended and further support can be provided by contacting: prevent@lincs.pnn.police.uk

Working in Partnership

Lincolnshire settings are required to ensure that their safeguarding arrangements take into account policies and procedures of Lincolnshire Safeguarding Children Board.

The key aim of the PREVENT strategy in Lincolnshire is:

To help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

Experience has shown that the best results are achieved by:

- Partnership working and community engagement
- Understanding the challenge and its context
- Developing an effective action plan
- Managing risk
- Tracking process and evaluation success
- Sharing learning

Lincolnshire has a PREVENT steering board which provides the strategic direction and is attended by a variety of partners including Education.

The CHANNEL panel is the operational group for Lincolnshire and has multi-agency representation.

Staff Training

Settings should ensure that their staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. They should know how to refer children and young people for further help.

All staff can undertake PREVENT e-learning via the LSCB website. Face to face learning is available to book via Stay Safe partnership website.

Referral Process

As part of the duty to protect young people from the message of extremism, the school will refer any young person they are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided channel@lincs.pnn.police.uk

The school may also email prevent@lincs.pnn.police.uk to seek advice and support.

Should a school use the child protection referral process through the Customer Service Centre 01522 782111, the CSC will ask the school to complete a channel form if there are any concerns related to extremism or radicalization. Where the school has a serious concern about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

IT Policies

Settings are expected to ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering.

Settings can require students and staff to abide by acceptable user policies, which make clear that accessing such sites is unacceptable. Using school equipment to send terrorist publications to other would be a criminal offence.

Monitoring and Enforcement

Ofsted inspectors will assess the settings approach to keeping children safe from the dangers of radicalization and extremism and what is done when the setting suspects that students are vulnerable to these threats. If a setting is considered to be failing in this regard or if their staff and children's safety is threatened, maintained schools will be subject to intervention and academies or free schools may be subject to termination of funding. For independent schools in England and Wales, they must remedy any failing or be subject to regulatory action. Early years setting are also covered by this monitoring provision.

Wider Issues to Consider

These are some further areas to consider in implementing the prevent agenda:

- Settings are required to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- Curriculum including a balanced Religious Education, Personal Social and Health Education etc.

EMTET is the Ethnic Minority and Traveller Education Team who can support settings by working with individuals who are victims of racism or are perpetrators of racism or have racist views. In addition they can sign post settings to other organisations which will be able to support with other similar issues. EMTET contact details are 01427 787190, www.lincolnshire.gov.uk/emtet

APPENDIX 5 - Advice

Advice on any aspect of Child Protection can be sought from the Child Protection Team;

Lincolnshire Customer Service Centre, Children's Services for reporting concerns and Early Help Team for Advice:

01522 782111 & 01522 782333 (out of hours)

Safeguarding Children's Officer (Education Settings) for Safeguarding Advice:

01522 554695

Local Authority Designated Officers (Allegations of Abuse Made Against Adults Who Work With Children):

01522 554674

Lincolnshire Police Public Protection Unit, Central Referral Unit:

01522 947590

Spring Lodge Sexual Assault Referral Centre:

01522 524402

01371 812686 (out of hours)

Police non-emergency:

101

APPENDIX 6 - LSCB 'The 5 Year Safeguarding Training Pathway'

5 Year Cycle Training Pathway Example for all other members of staff:

- Year 1** Complete Basic Awareness Safeguarding training. This may be the Safeguarding in Schools 'Training Package' which is updated annually, delivered by the DSL or a DSL from a partner school. The package may be presented in one longer session or completed over several sessions. The LSCB "awareness of Child Abuse & Neglect Foundation E-Learning" is a suitable alternative, however, please note that if the E-Learning is being undertaken, staff **MUST** be made aware of safeguarding procedures and policies specific to your setting, including safe working practices and procedures for reporting concerns about adults who work with children and young people.
- Year 2** Complete another safeguarding course/session, e.g. PREVENT. This may be face to face/E-learning or attending an in-house session
- Year 3** Complete Safeguarding Children Refresher training. This could be a refresh of one or more of the sections of the 'Training Package' or the LSCB 'Safeguarding Children Refresher training' E-learning
- Year 4** Complete another Safeguarding course. This may be face to face/e-learning or attending an in-house session
- Year 5** Complete another Safeguarding course. This may be face to face/e-learning or attending an in-house session.

Lincolnshire Safeguarding Board (LSCB) 'The 5 Year Safeguarding Training Pathway'

The statutory guidance, 'Keeping Children Safe in Education 2021', states 'All staff members should be aware of systems within their school or college which supports safeguarding and these should be explained to them as part of staff inductions. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead. All staff members should also receive appropriate child protection training which is regularly updated.'

Lincolnshire Safeguarding Children Board (LSCB) & Lincolnshire County Council agree that best practice would be for all staff to undertake annual safeguarding training, based on the LSCB 5 year training pathway which is available at www.lincolnshire.gov.uk/lscb. Some staff find the pathway a little confusing so please see a simplified version below.

5 Year Cycle Training Pathway Example for Designated Safeguarding Leads (DSL):

- Year 1** Complete 'Awareness of Child Abuse & Neglect Foundation' E-Learning and LBCB 2 day 'Inter-Agency Safeguarding Children & Young People' face to face course in the locality of your setting
- Year 2** Complete another safeguarding course, e.g. PREVENT
- Year 3** Complete Safeguarding Children Refresher training. This could be the LSCB E-learning
- Year 4** Complete another Safeguarding course, e.g. Awareness of Domestic Abuse
- Year 5** Complete another Safeguarding course, e.g. Keeping Children Safe in a Digital World

Schools should plan the 5 year pathway carefully, taking into consideration any gaps in staff knowledge, updates to statutory guidance documents and the needs of the children and young people in the setting and community. Always keep accurate records of staff safeguarding updates on a spreadsheet and remember to keep a central copy of any evidence of training, e.g. certificates.

The 'Training Package' is available on request by emailing safeguardingschools@lincolnshire.gov.uk The training Package contains a Trainer Manual, delegate workbook, power point presentations and training notes along with certificate templates.

APPENDIX 7 - Safer Recruitment

Safer Recruitment and Professional Boundaries

C.I.T pays full regard to DfE guidance 'Keeping Children Safe in Education' September 2021 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- I. Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and right to work in England checks in accordance with DBS and Department of Education procured.
- II. In February 2015 the DfE issued additional guidance about disqualification by association 'Disqualification Under the Childcare Act 2006' which applies to those staff employed and/or provide childcare in either the early years (birth until end of reception age) or later years (children under the age of 8). Schools will need to ask those staff in scope to complete a disqualification declaration. Upon return schools should contact their HR adviser and LADO where a positive declaration has been made.
- III. Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media / on-line conduct.
- IV. Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance 'Keeping Children Safe in Education 2021' and LSCB, LADO, HR Policy, procedures and guidance.

Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with students and parents, following the Code of Conduct.

APPENDIX 8 – C.I.T Dealing with Allegations Policy

Statement of Intent

C.I.T is committed to creating a safe place for students and teachers to work and learn and is therefore committed to the safeguarding of every member of the C.I.T school communities. It strives to ensure that its practices and policies reflect the extent to which safeguarding is at the heart of its work.

This policy is written using the following legislation and guidance; The Education Act 2002, Section 29, and Keeping Children Safe in Education (2021).

Implementation of the policy

C.I.T is aware that no school or setting is immune to people who may not have the best interests of the children at heart, and is not complacent about the fact that such incidents could happen within the Trust.

The first principle of the policy is that it is essential that any allegations of abuse made against a teacher, other member of staff or volunteer, in an education setting is dealt with fairly, quickly and consistently. It must also ensure that there is effective protection for the student involved, and provide support for the person who is the subject of the allegation.

Thus the action to take if there is concern about the behaviour of a member of staff, is as follows:

- Report the incident immediately to the Senior Leader in Charge of School, who will follow Safeguarding Guidance
- If the allegation concerns the Senior Leader in Charge of School, either the CEO for CIT or the chair of the Trust Board must be contacted immediately via the Designated Safeguarding Lead
- The person responsible will then follow the guidance in the document 'Allegations of abuse made against a person who works with children,' on www.lincolnshire.gov.uk Safeguarding Children Board or lincolnshirescb.proceduresonline.com
- The Local Authority Designated Officer (LADO) is Rachel Powis/Jemma Parkinson 01522 554674.

Policy Review: C.I.T considers the Dealing with Allegations against Adults Policy document to be important and the Senior Leaders in Charge of School will undertake a thorough review of both policy and practice each year.

APPENDIX 9 - Peer on Peer Abuse Policy

Keeping Children Safe in Education, 2021 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'. While it is recommended that Peer on Peer abuse is associated with the School Safeguarding Protection Policy, due to the sensitive nature and specific issues involved with peer on peer abuse this separate policy has been included.

C.I.T are committed to ensure that any form of peer on peer abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being.

Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc, this is a matter of professional judgement. If one child or young person causes harm to another this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned
- The perpetrator has repeatedly tried to harm one or more other children
- There are concerns about the intention of the alleged young person. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused

Prevention

As a school we will minimise the risk of allegations against other students by;

- Providing developmentally appropriate PSHE lessons and interventions which develops student's understanding of acceptable behaviour and keeping themselves safe
- Having robust monitoring and filtering systems in place to ensure students are safe and act appropriately when using information technology in school
- Having systems in place for any student to raise concerns with staff knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those students identified as being at risk

- Developing robust risk assessments & providing targeted work for students identified as being a potential risk to other students

Allegations

Occasionally allegations may be made against students by other students in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting. It should be considered as a safeguarding allegation against a pupil if some of the following features are present. The allegation;

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil

- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a pupil could include:

- Physical Abuse. This may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious lasting issues. In order to be considered bullying, the behaviour must be aggressive and include;

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e. g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose.

- Cyber bullying: Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

- Youth produced sexual imagery and Sexting: Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having such images in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Sexting does not refer to one single activity: it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development. However, something that transpires online can quickly spiral out of control as it becomes freely available in the public domain. It can be transferred, forwarded, downloaded, uploaded and shared. Any situations involving our pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. We follow the guidance and principles in the document; 'Sexting in Schools and Colleges: Responding to incidents and safeguarding young people.' All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures.

Emotional Abuse can include blackmail or extortion and may also include threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well-being of the victim and can lead to self-harm.

- Sexual Abuse: Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a

young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. . It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting. Teenage Relationship Abuse: Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

- **Sexual Exploitation:** This can include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other young people or adults. It can also include photographing or videoing other children performing indecent acts.

Procedure for Dealing with Allegations of Peer on Peer Abuse

When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The Designated Safeguarding Lead should contact The Bridge Partnership to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the police will be informed. Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral. The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding records. If the allegation highlights a potential risk to the school and the student the school will follow the school's behaviour policy and procedures and take appropriate action. In situations where the school considers a safeguarding risk is present a risk assessment should be prepared along with a preventative supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

When an incident involving youth produced sexual imagery comes to the attention of the school community the incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system. The DSL should hold an initial review meeting with appropriate school staff. There should be subsequent interviews with the

young people involved (if appropriate) and parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents/carers would put the young person at risk of harm. At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately. Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that a disclosure in school is a last resort and they may have already tried to resolve the issues themselves. If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. See government guidance; 'Searching, screening and confiscation at school.

APPENDIX 10 - Sexual violence and sexual harassment between children Policy

Sexual violence refers to sexual offences under the sexual offences Act 2013 and includes:

- **Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration.
- **Assault by penetration**: a person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual and B does not give consent.
- **Sexual assault**: A person (A) commits sexual assault if s/he intentionally touches another person (B), the touching is sexual and B does not give consent.

Consent:

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

Sexual harassment is unwanted conduct of a sexual nature, this can occur online and offline. Sexual harassment is likely to violate a child's dignity, make them feel intimidated, degraded or humiliated, create a hostile, offensive or sexualised environment

This can include:

- sexual comments
- telling sexual stories
- making lewd comments,
- sexual jokes,
- Making remarks about clothing and appearance or calling someone sexualised names.
- Physical behaviours, such as brushing up against someone, interfering with clothes (consider the views of the victim)
- Displaying pictures, drawings or photos of a sexual nature
- Non-consensual sharing of sexual images or videos, sexting
- Sexualised online bullying
- Unwanted sexual comments and messages including social media
- Sexual coercion or threats

C.I.T consider sexual harassment in the broad term and this will always be challenged

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

Children with additional needs and disabilities (SEN) are three times more likely to be abused than their peers and additional barriers can sometimes exist when recognising abuse in SEN children, these can include:

- Assumptions that indicators of possible abuse such as behaviour, mood injury relate to the child's disability without further exploration
- Communication barriers and difficulty overcoming these barriers.

C.I.T pays full regards to DfE guidance sexual violence and sexual harassment between children in schools and colleges 2018 and keeping children safe in education 2021.

We recognise that sexual violence and sexual harassment is not acceptable, will never be tolerated. Reports of sexual violence and sexual harassment will never be dismissed as "banter" or "just having a laugh".

Challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts or genitalia, flicking bra straps or lifting up skirts will not be tolerated and should be reported to Designated safeguarding lead or deputy.

Responding to reports of sexual violence and sexual harassment

Staff will report any concerns or disclosures immediately to the safeguarding team. Staff must reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem in reporting sexual violence or sexual harassment.

The designated safeguarding lead (or Deputy) will usually take the leading role using their professional judgement and being supported sensitively and by other agencies e.g. social care, and the police as required

Confidentiality and anonymity

- Staffs should never promise confidentiality as it is likely that it will be in the best interests of the victim to seek advice and guidance from appropriate agencies
- Only staff and agencies who are required to support the children involved should be involved in the investigation
- Inform the designated safeguarding lead (or deputy) as soon as practically possible if they are not involved in the initial report.

Greenfields Academy **Child Protection and Safeguarding Policy**

- Parents and carers should be contacted unless this would put the victim at greater risk.
- Allegations of rape, assault by penetration and sexual assaults are crimes and should be reported immediately to the police

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