

Harewood Junior School fully recognises its responsibilities with regard to safeguarding and child protection and works within the updated DfE document Keeping Children Safe in Education (September, 2022), which states:

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children's 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 refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm (Working Together to Safeguard Children, 2018 and updates).

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in Government Guidance by using at least one NCSL, NSPCC, GSCP accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns, utilising the Practitioners' Helpline and the various screening toolkits (NEGLECT, CE etc) and referring in through the frontdoor, using the MARF Portal.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- ensure that children know that there are adults in the school whom they can approach if they are worried;
- include opportunities in all elements of the curriculum, but especially through PHSE and computing, for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Gloucestershire Safeguarding Children Partnership www.gloucestershire.gov.uk/gscp and take account of the updated guidance issued by the Department for Education: Keeping Children Safe in Education, Sept 2022 and Working Together, 2018, to:

- ensure we have two designated senior people for child protection who have received appropriate training and support for this role –**Mrs. Andrea Mills** and **Mrs Rebecca Wood**.
- During the school's working week, the DSLs will be available in person or by telephone but in the unlikely event that neither of the DSLs are contactable, **Mrs Julie Hearfield** (Deputy DSL) will act on their behalf; outside of school hours and term-time, Mrs Mills (Headteacher) will be available for emergencies by email or telephone, in order to protect the other DSLs' family lives, however, there should also be due regard to her need for personal time;
- ensure we have a nominated governor responsible for safeguarding and child protection, who has received appropriate training – **Mrs. Helen Davis** – and all governors receive training on a three year programme as well as the annual updates each September and as part of new governor induction;

- ensure every member of staff (including temporary and supply staff) and governing body knows the name of the designated senior people responsible for child protection and their role and have had a Safeguarding Induction within their first 14 days of employment, which includes being given safeguarding initial training and familiarisation with school routines, policies and procedures within the Staff handbook, including the school behaviour policy, the staff Code of Conduct, Health and Safety policies and procedures by signposting to the Staff Store;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the designated senior persons responsible for safeguarding and child protection and for checking their concerns have been recognised and action taken as necessary;
- ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by including this policy on the school website;
- notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a child protection plan (previously known as being on the child protection register);
- be aware of and use the Child Missing Education protocols (see GCC guidance appendix to Attendance policy <https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/children-missing-education/>) for any child missing for ten days without school's knowledge and where contact cannot be made with parents;
- develop effective links with the relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at strategy discussions, child protection conferences, core groups, CiN and TaF meetings;
- where practicable, have two contacts for every child;
- keep written records of concerns about children, even where there is no need to refer the matter immediately, on our secure electronic system (CPOMS);
- ensure all paper records are kept securely in locked locations;
- develop and then follow the GCC procedures (updated Autumn 2020) where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors;
- ensure safe recruitment practices are always followed and that all relevant checks are made –see Recruitment Policy and Procedures;
- ensure that all staff have read and understood as a minimum, part 1 of Keeping Children Safe in Education;
- keep governors updated on at least an annual basis of changes to KCSiE.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy and our Restorative Practice which is aimed at supporting all pupils and especially vulnerable pupils in the school;
- ensuring that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- the content of the curriculum;
- the individual provision/support provided by in-school staff or specially commissioned services;
- liaison with other agencies that support the pupil, such as social services, Child and Adolescent Mental Health Service, Education Inclusion Team and educational psychology service;
- making use of the training offered by Gloucestershire to raise staff awareness of DA and its impact;
- ensuring that, where a pupil who has a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make

a diagnosis of a mental health condition. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health condition or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or our deputy DSL.

Roles and Responsibilities of the Headteacher

The ultimate responsibility for Safeguarding Children lies with the Head teacher. Safeguarding Children includes Child Protection but also takes a wider role. Although the School Business Manager or Assistant Headteacher with responsibility for Inclusion may complete each task, the headteacher has overall responsibility for:

- undertaking or ensuring that all pre-employment checks are undertaken. This will include:
 - online activity checks;
 - DBS checks;
 - Barred list checks;
 - Section 128 checks;
- ensuring the maintenance of the Single Central Record for all staff;
- ensuring appropriate support is offered to children and families when there has been a traumatic or sudden child death;
- carrying out **Prohibition Checks**;
- Disqualification by Association was removed as a requirement in the 2018 document;
- Annual declarations by each member of staff;
- ensuring that all staff are fully aware of 'Safer Working Practices' & 'Keeping Children Safe in Education' Part 1;
- ensuring effective working arrangements with statutory agencies and other support services who have a shared responsibility for protecting children;
- ensuring that the Safeguarding and Child Protection Policy and procedures are in line with the GSCP Procedures, that the policy is reviewed annually and is communicated to staff, parents and carers via the website;
- ensuring careful record keeping and monitoring of pupils;
- making referrals to the Elective Home Education team at the LA where a pupil is removed from school to be educated at home;
- preventing abuse – including online-safety (see On-line Safety Policy);
- ensuring Safer Recruitment- Mrs. A. Mills, Mrs Rebecca Wood, Mrs. H. Davis and Mrs L. Jones have undertaken Safer Recruitment accreditation;
- Multi Agency Public Protection Arrangements (MAPPA);
- engaging with the MARAC process;
- ensuring that relevant procedures are followed where radicalisation, honour based violence, forced marriage or female genital mutilation is suspected/alleged;
- ensuring an effective anti-bullying Policy;
- ensuring that the school takes account of who does and does not have Parental Responsibility for pupils;
- ensuring that private fostering arrangements are reported to the Children and Families Helpdesk;
- conducting, or authorising the search of a pupil where there are reasonable grounds to suspect that s/he has a knife, or other weapon or illegal substance.

Roles and Responsibilities of the DSL

The Headteacher has overall responsibility for all procedures within the school. Working with the Headteacher, the Joint Designated Safeguarding Lead has responsibility for ensuring:

Building a picture

Safeguarding is not just about protecting children from abuse, but about promoting their well-being and ensuring that children have all their needs met. As such, it is essential that the school knows the children and their families and their context. The DSLs will also be aware of the role of the appropriate adult and that this may not be the parent in all cases. Small pieces of information can help to build a picture and ensure that we tackle issues early and put in appropriate support. This information will also be useful to decide whether to refer to other agencies or Children's Services. When staff are concerned by anything they see, hear or notice about a child, they should record their concern on CPOMS and alert the DSL. The DSL will use this information along with any other information they have about the child and their family to decide on how best to provide support or tackle the issue raised. The Pastoral Team will work in partnership with parents and carers to improve outcomes for the child. The action and impact will be recorded against the Log of Concern on CPOMS. In most cases, immediate low-level intervention will be all that is necessary.

Early Help

We aim to support all children and families at the earliest possible stage to deal with their problems by providing direct support through the pastoral team within school, which consists of the Headteacher, Assistant Headteacher (Inclusion), Learning Mentor, CiC TA and Family Learning Co-ordinator, or by providing information and advice, signposting or referring to relevant services, in accordance with Working Together 2018, KCSiE 2022 and GCSP's Levels of Intervention Guidance (see Early Help for Children and Families at Harewood Junior School).

Any child may benefit from early help, but we recognise that certain groups of children, and their families, could be more vulnerable and all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have an EHCP) including those with ASD
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- self-identifies as LBGQ+

Where applicable, we will use the screening toolkits produced by GSCP to help identify/ clarify risks to children and their families and ensure the most effective help and support is provided as soon as possible.

Governors will be aware of the DSL job description in Annexe C of KCSiE (Sept 22).

Both DSLs and the deputy DSL can act as the contact person within the school for other agencies such as Social Care, the Police and Health.

Training:

The DSLs will:

- undertake the GSCP multi agency training at least every 2 years and attend the regular Safeguarding updates,
- ensure that all staff, including non-teaching staff, caretakers, secretaries, learning mentors, TAs and all other support staff in the setting have regular in-school update training but at the least annually and undertake whole staff refresher training every three years.
- ensure Governors have training as part of their induction as well as three-yearly training along with annual updates each September
- seek assurance that people employed by outside agencies but working onsite (eg: catering staff) have been trained by their employers

School procedures for reporting general Safeguarding concerns and for record keeping:

- All concerns should be recorded on CPOMS, for which all staff have an individualised login, and alert the DSLs on the incident report;
- The DSL will review the incident when an alert is received and ensure that the actions taken and eventual outcomes are recorded.
- For records prior to the introduction of CPOMS, a separate paper folder has been maintained for each child for whom more than one concern had been raised or for a significant concern. Each folder includes a chronological record of all concerns raised up to the point CPOMS was introduced, actions taken and outcomes. These records will be kept in a locked drawer and will be cross referenced with other pupil folders and be passed on when the child moves to the next stage of their education. Only the current Y6 will have any historical paper records. Electronic records are also stored securely to comply with current data protection laws and transferred to the receiving school upon transition.
- If they haven't already been notified of follow-up action via CPOMS, staff reporting concerns should check with the DSL two days later to ensure that their concern has been discussed and action taken as necessary.

Record Keeping

The DSLs are responsible for collating all appropriate information on individual children, including a confidential record of all pupils who have a Child Protection Plan (previously called being 'on the Child Protection Register') and making sure that records are passed on when a child transfers school/setting in any circumstances. Since May 2000, when a child transfers schools/settings, the headteacher or the administrator on behalf of the head must send to the new school/setting (maintained or independent):

- the completed statutory transfer form, CTF via the online system.
- all safeguarding records relating to the child, including information regarding child protection concerns. If these are in paper format, they will be accompanied by a SAE and confirmation of receipt to be completed and returned to us: if electronic via CPOMS, confirmation appears on the system to say they have been received by the receiving school.

The school administrator will maintain a record of the expected destination for pupils leaving, the date of leaving, the date the CTF is requested by the receiving school and the date the CTF is sent to the receiving school.

If no such request is made by a receiving school within 10 days, the headteacher will follow the Children Missing Education Protocol (via GCC) and will upload records onto the National database as advised. The pupil will remain on the school roll while the investigation into their whereabouts takes place.

The Missing Children database will also be searched for pupils arriving with no records from previous schools/settings or where the previous school/setting is not known.

See <http://www.gloucestershire.gov.uk> or email missingpupils@gloucestershire.gov.uk

The Designated Safeguarding Leads should:

- monitor attendance patterns and with the Headteacher and Administrator address issues before they escalate
- collate the appropriate information for reports to be presented at Child Protection Conferences
- maintain chronological records via CPOMS and manage the education contribution to the Child Protection Plan recommended at the Child Protection Conference
- maintain up to date written records of visits from other agencies on CPOMS
- ensure that care is taken to comply with the current Data Protection Act.

Procedure where abuse is suspected/disclosed

Any member of staff who by virtue of a child's behaviour or appearance becomes suspicious of abuse, exploitation, radicalisation in any of the forms identified below or is told that abuse, exploitation or radicalisation has taken place, should immediately inform the DSL.

If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say. No promise of confidentiality should be made.

The DSL should briefly and accurately record the concern and the child's comments in writing and then follow the process detailed by GSCP to make a referral where it is deemed appropriate through the online Liquid Logic MARF portal.

A discussion will take place and consent will be gained from parents when a referral is to be made, unless to do so might put the child at greater risk of harm.

If there is an injury which requires immediate treatment the designated person will arrange this without delay, in whichever way seems appropriate, and then continue to follow GSCP procedures.

Where the DSL is unsure how to proceed, they will contact the **Professionals' advice line Tel: 01452 426565** for advice.

The DSLs will remain aware of issues surrounding extremism and radicalisation (Prevent Duty, 2015), private fostering, gender and sexual identity, trafficking, sexting and up-skirting, child on child abuse, teenage relationship abuse, gangs and youth violence, the signs of drug and alcohol use, child sexual exploitation, child criminal exploitation, fabricated and induced illness, mental health issues, bullying and cyber bullying, gender based violence, honour based violence, forced marriage, female genital mutilation, self-harm, racism and other forms of discrimination. If they suspect or it is alleged that any of these has happened or there is an immediate risk to a child, they will follow the same procedures detailed above or follow the mandatory reporting duty.

If, at any point, the DSL are not satisfied with the response from other agencies they will make use of the Escalation procedures as outlined by the GSCP website.

If staff become aware that a child or young person is witnessing domestic abuse, the DSL will follow the **Domestic Abuse Referral Process** by making a MARF.

The school may also be informed of police involvement in a DA situation via Encompass and the new system directly from the police officer attending the incident. This requires no direct action but will be logged onto CPOMS and support made available to the child if needed.

The DSL may be advised that a child's family has been the subject of a Multi-Agency Risk Assessment (**MARAC**) conference, where there has been a high incidence of domestic abuse. The DSL may also make enquiries with the Central Referral Unit at Gloucestershire Public Protection Bureau.

We will ensure we meet the mandatory reporting duty for Female Genital Mutilation. The DSL will support the member of staff who has become aware that FGM has taken place to report it.

The school may also be approached by the Multi-Agency Safeguarding Hub (**MASH**) for information regarding the child, when a referral has been made by another agency or concerned member of the public. Working Together 2018 alongside existing Safeguarding/ Child Protection provisions within legislation dictate that schools should share information with the MASH researcher even though they cannot reciprocate this. There is provision to request an update from MASH a week later once their information has been collated and a decision taken as to next steps if any.

Exclusion of a child with a Child Protection Plan or a Child in Care

Children with a Child Protection Plan or Children in Care are more at risk if their family is placed under unexpected stress. A core group meeting will be requested prior to any exclusion for a child in care or on a CP plan.

Domestic Abuse Referral Process (DARP)

The aim of this process is to reduce the harm caused to children by domestic abuse, through a multi-agency response where the child is **not already open to social care**. Where a member of staff becomes aware a child is witnessing domestic abuse, by seeing or hearing it or the ill-treatment of another, they will inform the DSL who will follow the agreed process.

Multi-Agency Safeguarding Hub (MASH)

This comprises a team of safeguarding professionals working together to share information to help practitioners take early action to support people who are at risk from harm and co-ordinate investigations across different organisations working to keep people safe. The DSL will respond to all MASH requests for information as soon as possible and within the agreed traffic light time limits.

Working Together Effectively

Our work with children and families will be based on the restorative practice principles of high expectations, high challenge and high support. To do this, we will:

- Engage with families and work to their strengths
- Focus on preventing problems and building the resilience of parents, children, young people and communities to support each other through our local offer of Early Help
- Be clear and consistent about the outcomes we expect
- Be brave enough to stop things that aren't working
- Work together across the whole system, and do what needs to be done, when it needs to be done.

Procedures for dealing with allegations against members of staff, supply, contractors, governors or volunteers

We will follow the specific guidance and procedures detailed within GSCP's Allegations Management (updated Autumn 2020) and taking full account of the DfE guidance within Part 4 of KCSiE (Sept 22) which provides "*guidance 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 with children in a school or college. This guidance should be followed where it is alleged that anyone working within the school or college in a school or college that provides education for children under 18 years of age, including supply teachers and volunteers, has:*

- *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 may 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."*

KCSiE (Sept 22) states: "When dealing with allegations, schools and colleges should:

- Apply common sense and judgement
- Deal with allegations quickly, fairly and consistently
- Provide effective protection for the child and support the person subject to the allegation."

In all cases, the Designated Safeguarding Leads (Andrea Mills and Rebecca Wood) should be notified immediately for them to follow the current GCC Allegations Management Procedures (updated Autumn 2020) which are detailed on the GSCP website. In brief:

- the Headteacher should notify the Local Authority Designated Officer for Allegations (LADO) on 01452 426994 for an Initial Discussion, email amadmin@gloucestershire.co.uk
- If they believe that there is or may be a case, the Headteacher, LADO, Social Worker representatives of the Safeguarding Service, HR and Police will then convene a Strategy meeting urgently to plan further appropriate action.
- No further investigation should be carried out at school until this meeting has taken place in case the allegation meets the criminal threshold.
- If in the initial discussion with the LADO, it is felt that the allegation does not warrant involvement from other agencies, it will be referred back to school for the matter to be fully investigated and action taken as necessary.

To ensure staff keep themselves safe and to minimise the risk of allegations of abuse with regards to restraint of pupils, please see the school's Policy for Physical Intervention and also visit www.gloucestershire.gov.uk. All staff, governors and volunteers should also comply with the recommendations in 'A Guide to Safer Working Practices.'

Procedure covering alleged abuse by Headteacher

If a complaint has been made against the Headteacher:

- the member of staff to whom the allegation has been made should notify Mrs Rebecca Wood (DSL) or Mrs H. Davis who is the Governor responsible for Safeguarding and Child Protection and who is also Chair of Governors.
- the DSL and the Governor with Safeguarding and Child Protection responsibilities/Chair of Governors, Mrs. H. Davis, will have an initial discussion and agree who will liaise with the LADO.
- they should immediately contact the Local Authority Officer for Allegations (LADO) on 01452 426994
- care should be taken to ensure that other staff and governors are only informed if necessary as it is important to ensure enough governors are able to participate in a disciplinary process should this be required.

Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they should follow the GCC Whistle Blowing procedures which form part of the Staff Handbook. Other whistle blowing channels may be open e.g. NSPCC Whistle Blowing Helpline.

Outcomes

Once a full investigation has taken place at the appropriate level, in line with KCSiE (Sept 22) the following definitions should be used when determining the outcome of allegation investigations:

- **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 ;*
- **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.

This will then determine any further action as specified by KCSiE and, if appropriate, criminal law.

Related Policies

See also the Staff Handbook and policies or procedures for: anti-bullying, medical needs, first aid, pastoral care, positive handling, behaviour, health and safety, Relationships and sexual education, complaints, whistle blowing, AUP, school trips, SEND, attendance, Children Missing from Education, Recruitment and the GCC policies that we have adopted and work to, including specifically Allegations Management and Escalation.

Categories of Abuse

Abuse and neglect are described in four categories, as defined in the Department of Health's document 'Working Together to Safeguard Children'. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. Additionally, other categories have been added as specific areas of concern.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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 causes illness in a child.

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 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by male adults. Women can also commit acts of sexual abuse, as can other children.

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 in pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food 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 care-takers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Exploitation – previously known as Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) (Section 1 –para. 28)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place.

Child on Child Abuse *(please note name change as the term peer-on-peer abuse suggests the abuse is between children of a similar age which is not always the case.)*

It should be recognised that abuse can be perpetrated by other children and young people and not just by adults. We recognise that there is a gender nature to peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable. We believe that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Child on child abuse can take the form sexual violence and sexual harassment or physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting; up-skirting and initiation/hazing type violence and rituals. Certain children or groups may be more at risk of abuse and we will remain vigilant to this.

Concerns around abuse of this nature should be dealt with in exactly the same way as any other safeguarding concerns but will also refer to the school's anti-bullying policy, included in the behaviour policy. We will work with both victim and perpetrator to provide support and address the behaviour using, where possible, the school's Restorative Practice approach along with work on Keeping Safe and interventions to increase resilience. Specific guidance about how schools should deal with reports of sexting can be found on the GSCP and through UKCCIS. The school's e-safety and Digital Futures curriculum also deals with this in an age-appropriate way for all children.

Online Abuse

Children can experience abuse in person but also from a distance through their engagement in online activity. See our Online Safety Policy for further details, however the SLT will monitor the prevalence of online incidents each time an incident is logged but also on a termly and annual basis as early indicators of potential problems and to measure the impact of the ongoing work to protect children.

Review

This policy is reviewed annually following the release of the latest KCSiE document in the autumn each year and in the light of any updates during the year.