

FRANCES BARDSLEY ACADEMY FOR GIRLS



Safeguarding and Child Protection Policy 2021/2022

This policy was ratified by Governors Dec 2021

The policy will be reviewed in Sept 2022

Person Responsible: ED

Safeguarding & Child Protection Policy

At Frances Bardsley Academy

September 2021

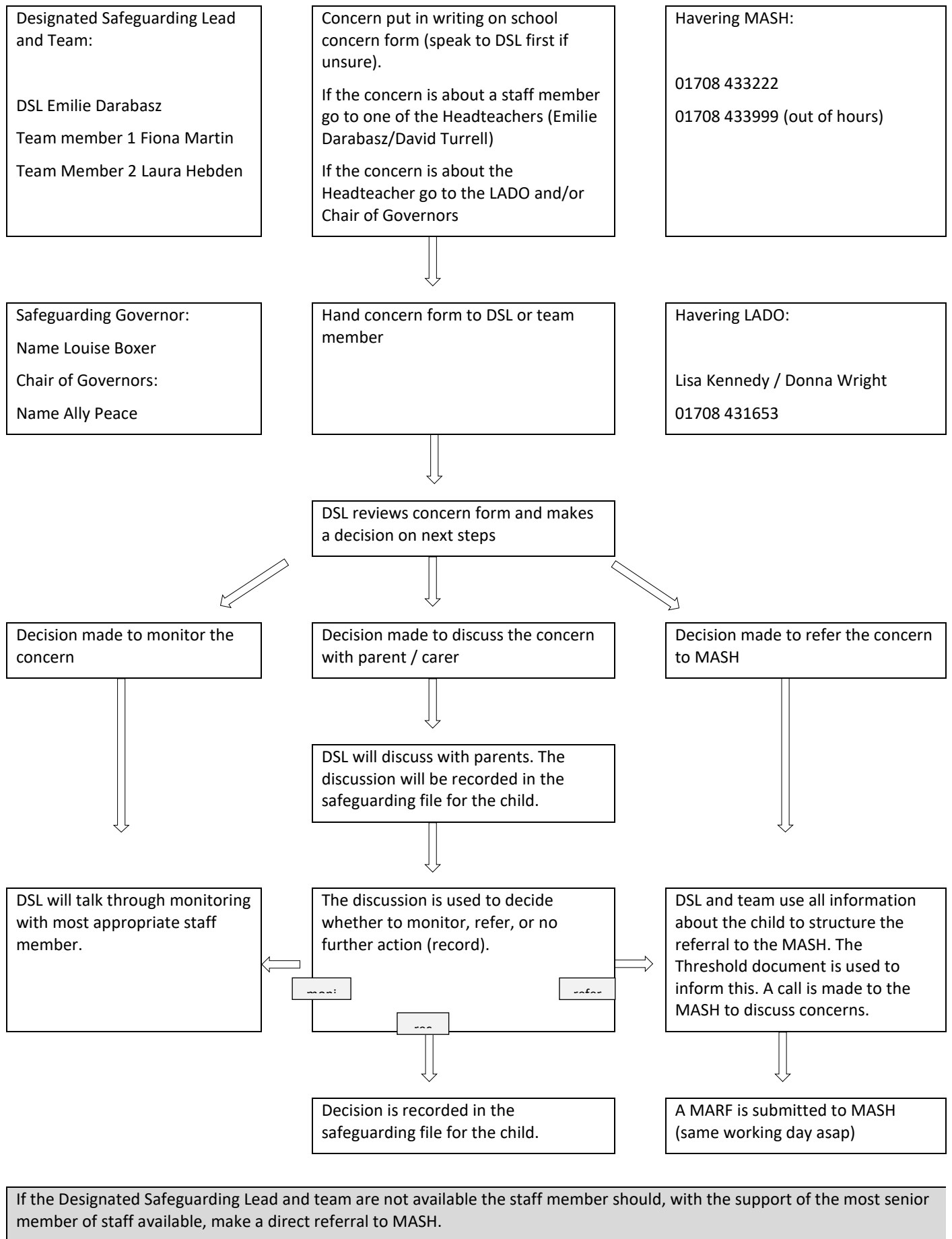
Name of school	Frances Bardsley Academy for Girls
Policy review date	September 2021
Date of next review	September 2022
Who reviewed this policy?	Emilie Darabasz/Toni Cox
Date approved by Governing Body	21 st September 2021
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Safeguarding and Child Protection Policy (2021)

- 1.0 Raising concerns about a child – flowchart
- 2.0 Overview
- 3.0 Legal framework
- 4.0 Significant harm
- 5.0 Context
- 6.0 In school safeguarding and child protection procedures
- 7.0 Additional safeguarding responsibilities

- 8.0 Types of abuse, neglect and safeguarding concerns
 - 8.1 Physical abuse
 - 8.2 Emotional abuse
 - 8.3 Sexual abuse
 - 8.4 Neglect
 - 8.5 CSE & CCE
 - 8.6 So called honour based abuse
 - 8.7 FGM
 - 8.8 Breast ironing
 - 8.9 Forced marriage
 - 8.10 Prevent – radicalisation and extremism
 - 8.11 Sharing nudes and semi nudes (formerly Sexting)
 - 8.12 Upskirting
 - 8.13 Missing
 - 8.14 Children in the court system
 - 8.15 Children with family members in prison
 - 8.16 Serious violence
 - 8.17 DV / DA; Operation Encompass
 - 8.18 Homelessness
 - 8.19 Online safety
- 9.0 Peer on peer abuse – including sexual violence and sexual harm
- 10.0 Possible signs and symptoms of abuse
- 11.0 What to do if you suspect abuse may have occurred
- 12.0 Supporting children
- 13.0 Supporting staff
- 14.0 Safer recruitment and allegations
- 15.0 Safeguarding and the school culture
- 16.0 Managing Child Protection cases
- 17.0 Alternative provision and out of hours activities
- 18.0 Key contacts
- 19.0 Where to go for further information

1.0 Raising concerns about a child



2.0 Overview

- 2.1 Safeguarding and promoting the welfare of children is:
- protecting children from maltreatment
 - preventing impairment of children's mental or physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
- 2.2 The purpose of this document is to assist all staff
- to safeguard and protect children who are at risk of abuse or neglect
 - to promote the well-being of all children.
- 2.3 At Frances Bardsley Academy we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. Ultimately, all systems, processes and policies in our school operate with the best interests of the child at their heart.
- School must be a safe place for all children attending. Children not attending school during this time must also be safeguarded, including online, staff must identify and the school must action any concerns brought to them.
- 2.4 This policy and procedures should be read in conjunction with
- London Safeguarding Children Procedures 6th edition
 - Working Together to Safeguard Children 2018 (with Dec 2020 update)
 - DfE Keeping children safe in education 2021
 - DfE Teaching Online Safety 2019
 - School online safety policy
 - Schools Code of Conduct
 - Staff Acceptable Use Agreement
- 2.5 The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to safeguard and promoting the welfare of children. This includes
- Preventing the impairment of children's mental or physical health or development
 - Protecting children from maltreatment
 - Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

Keeping Children Safe in Education (KCSIE), 2021 states that

'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse; the systems in place (and they should be well promoted, easily understood and easily accessible) for

children to confidently report abuse, knowing their concern will be treated seriously; how allegations of peer on peer abuse will be recorded, investigated and dealt with; clear processes as to how victims, perpetrators and any other children affected by peer on peer abuse will be supported; a recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported.'

It also emphasises that the voice of the child must be heard

'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.'

- 2.6 This policy and the following procedures apply to all paid staff, supply staff, volunteers and governors working with or in School Name.

3.0 Legal framework

- 3.1 This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is Working Together, 2018, highlighting that every assessment of a child, *'must be informed by the views of the child'*. (Working Together, 2018:21) This is echoed by Keeping Children Safe in Education, 2021 through ensuring procedures are in place in schools and settings to hear the voice of the child.
- 3.2 The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

3.3 Legislation related to safeguarding in schools

- Keeping Children Safe in Education (September 2021)

3.4 Education

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) Regulations 2006
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014

4.0 Significant harm

- 4.1 There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and support.
- 4.2 This policy outlines the action to be taken if it is suspected that a child may be being abused, harmed or neglected.
- There are four categories of abuse:
- Physical Abuse
 - Emotional Abuse
 - Sexual Abuse
 - Neglect
- 4.3 It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting or online by someone known to them or, less commonly, by a stranger; this includes someone in a position of trust such as a school staff member or professionals in other services around the child.
- 4.4 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. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, 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.
- 4.5 Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect of a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

5.0 Context

- 5.1 The content of this policy is applicable to all paid staff, supply staff, volunteers and Governors.
- 5.2 All adults in school have a full and active part to play in protecting our children from harm.

- 5.3 All adults in school believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- 5.4 The aims of this policy are:
- To support the child's development in ways that will foster security, confidence and independence.
 - To raise the awareness of both teaching and support staff for the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

5.5 Adopting child protection guidelines through procedures and a code of conduct for staff, supply staff and volunteers:

- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To support pupils who have suffered abuse in accordance with their agreed Child Protection Plan.
- To emphasise the need for good levels of appropriate communication between all members of staff, and with external agencies.
- By strictly following safer recruitment requirements, ensuring that all adults within our school who have access to children have been checked as to their suitability.
- To set out a structured procedure within the school community in cases of suspected abuse.
- By sharing information about child protection and good practice with children, parents and carers, staff, supply staff and volunteers.
- To promote effective working relationships with other agencies, especially the Police, Social Care and Health. Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- To ensure all staff are aware of the school's code of conduct.
- To ensure all staff have signed the AUP - acceptable use policy
- By providing effective management for staff, supply staff and volunteers through support, supervision and training.

5.6 Equality

Some children's circumstances mean they are more vulnerable to abuse and/or less able to easily access services. These children often require a high degree of awareness and co-operation between professionals in different agencies, both in recognising and identifying their needs and in acting to meet those needs.

6.0 In school safeguarding and child protection procedures

- 6.1 Our school procedures for safeguarding children will be in line with the London Borough of Havering and Havering Local Safeguarding Children Partnership procedures; Edition 6 of the London Child Protection Procedures provides comprehensive guidance. We will ensure that:
- We have a Designated Safeguarding Lead who has responsibility for Child Protection and who undertakes regular training for this role.

- We have at least two Designated Safeguarding deputies who will act in the Designated Safeguarding Lead's absence.

(Throughout this policy 'Designated Safeguarding Lead' refers to the DSL or any team members. All team members are able to act equally. They work as a team.).

- The Safeguarding and child protection team are:
 - Emilie Darabasz - Designated Safeguarding Lead
 - Fiona Martin – Deputy Safeguarding Lead - 1
 - Laura Hebden – Deputy Safeguarding Lead- 2

- Kerry Mills – Safeguarding Team
- Jen Raven – Safeguarding Team
- Rebecca Ford – Safeguarding Team

The Designated Safeguarding Lead is a member of the Senior Leadership Team of Frances Bardsley Academy.

- Those named above have received appropriate training. The Designated Safeguarding Lead and their deputies will attend all whole staff in school training and undertake additional formal training at least every two years. The Safeguarding Team will keep themselves up to date throughout the year (for example meetings with other DSL, via e-bulletins, keeping up to date with safeguarding developments).
- All school staff will receive training at least every year, with ongoing updates through the year. Training will always include a reminder of in school referral processes.
- Topics will include:
 - Signs and symptoms of abuse
 - Prevent
 - FGM
 - CSE
 - Online Safety, noting that safeguarding and online safety must be taught across the curriculum
- We have a designated Governor for Child Protection/Safeguarding.
This person is Louise Boxer – Safeguarding Governor

- 6.2 All staff will have access to and understand the process for logging a concern about a child.
At Frances Bardsley Academy we use Safeguard Software. All staff can access the software via the school website in the staff section.
- 6.3 In the event that there are concerns about a child, the Designated Safeguarding Lead will access the London Borough of Havering MASH indicators of need and the London Child Protection Procedures 6th edition to inform their decision-making process with regard to the presenting safeguarding concerns.
- 6.4 The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

- 6.4.1 All members of staff will develop their understanding of the signs and indicators of abuse and of their responsibility for referring any concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.

- 6.4.2 Induction for all new members of staff, governors, supply staff and volunteers will include:

- safeguarding and child protection policy, which includes peer on peer abuse
- staff code of conduct and staff acceptable use policy
- behaviour policy , which includes measures to prevent bullying, including cyber bullying, prejudice based and discriminatory bullying.
- procedures for managing children who are missing education.

- 6.4.3 All members of staff will read Keeping Children safe in Education 2021 part 1. Senior Leadership will support all staff in understanding this key document and implementing it in their practice.

- 6.4.4 All members of staff will be expected to know how to access edition 6 of the London Child Protection Procedures at <http://www.londoncp.co.uk/>.

- 6.4.5 All members of staff will know how to respond to a pupil who discloses abuse. It is vital that our actions do not abuse the child further or prejudice further enquiries, for example:

- Recognise that a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person receiving the disclosure recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.
- Recognise that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.
- Stay calm, listen to the child and if you are shocked by what is being said try not to show it.
- Do not promise confidentiality; you can however promise privacy, reassure the child they have done the right thing. Explain who you will have to tell and why.
- 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 by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- Keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.
 - If a child is making a disclosure the pace should be dictated by the child. Listen carefully to the child, reflect back, use the child's language, be non-judgmental, be clear about boundaries and how the report will be progressed, do not ask leading questions and only prompt the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.
 - Accept what they are telling you; do not make judgements.
 - Reassure the child that they have done the right thing in telling you. Do acknowledge how hard it was for them to tell you.
 - Do not criticise the perpetrator; this may be someone they love.
 - Tell them what you will do next and with whom the information will be shared.
 - Pass this information on immediately to your Designated Safeguarding Lead.
- 6.5 All staff, in the absence of a member of the safeguarding team, may raise concerns directly with MASH (MASH includes Children's Social Care and Police).
- 6.6 After a child has disclosed abuse, the Designated Safeguarding Lead should take immediate action to contact MASH (MASH includes Children's Social Care and Police).
- 6.6.1 All staff must report all information **immediately**, on the same working day, to the Designated Safeguarding Lead.
- 6.6.2 The conduct of staff when in a 1:1 situation with a child should be managed in a way that would not lead any reasonable person to question their motives or intentions. All staff must ensure that their behaviour and actions do not place children or themselves at risk of harm or of allegations of harm to children. All staff must be aware of the school's 'Whistleblowing and Managing Allegations Policy' and how to access it.
- 6.6.3 All parents/carers will be made aware of the possibilities of staff members' actions with regard to child protection procedures.
- 6.6.4 All parents/carers, as part of the child induction process, will be made aware of the Safeguarding and Child Protection Policy, which is on the school website : **<https://fbaok.co.uk>**
- 6.7 We will review our Safeguarding and Child Protection Procedures at least annually and complete a London Borough of Havering section 175 audit. A copy of the audit will be sent to the School Safeguarding Lead in Havering and also shared with the Quality Assurance Inspector.
- 6.8 At FBA we are working in partnership with the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called **Operation Encompass**.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child requires, this should be covert dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and governors in November 2021.

7.0 Additional safeguarding responsibilities

7.1 Keeping in touch with children including children not in school

Contact details for parents and carers, and additional emergency contact numbers should be kept up to date. There is a recognition that there may be changes in details about family circumstances over this time. The school will do everything possible to update contact and welfare information for children and their families.

If children are at home, first day calling will be in place and children working at home should have reporting routes for raising concerns, including worries about being online.

The school will have regular contact arrangements with families and children when they are learning at home .

7.2 Reporting concerns about children (face to face or via phone, video or similar)

All staff, in school or working from home must understand how to raise a concern. This should be immediate reporting to the DSL / Team using existing school processes. Staff could (face to face or digitally)

- Talk to a DSL/Team member if they are in school
- If DSL/team are not in school go to the SLT member in school; additionally contact the DSL or team member by phone, video or similar
- Use counselling / pastoral / Thrive / ELSA practitioners to support a disclosure in school if the DSL/team are not on site.

7.3 Mental Health

Appropriate support for children's mental health and well-being should be in place. It may be delivered in school, or from specialist staff or multi agency support services.

The school will work to ensure that the request from Havering Youth Parliament is a key element in supporting all children. *"Please take our range of emotions into account".*

7.4 Learning online

The school will continue to provide learning opportunities. This will be a blend of activities to undertake at home, online activities and live virtual opportunities. There will be protocols for participation, for school staff and for the children at home. School staff should be aware that if they observe anything or concern, or if a disclosure is made in a virtual environment, the usual procedures apply and the concern will be taken straight to the DSL.

Links to school policies (school to amend)

- Behaviour policy
- Online safety policy
- Online learning policy
- Procedures for virtual learning / virtual meetings

8.0 Types of abuse, neglect and other safeguarding concerns

These definitions are from 'Working Together' (2018) and 'Keeping Children Safe in Education' (2021):

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children; children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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

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

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

8.3 **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 (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

8.4 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's mental or physical health or development. Neglect may occur during 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, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also **include neglect of, or unresponsiveness to, a child's basic emotional needs.**

8.5 **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

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. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. 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 online.

Children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to), sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines. Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

8.5.1 **Child Criminal Exploitation (CCE)**

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

8.5.2 Child Sexual Exploitation (CSE)

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant

8.5.3 County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines criminal activity in a number of locations including schools, colleges, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes, (both from home and school).

Staff must inform the Designated Safeguarding Lead if they have concerns about a child.

- 8.6 **So-called ‘honour-based’ abuse - which includes FGM, Forced Marriage and Breast Ironing:** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of honour bases abuse are abuse (regardless of the motivation) and should be handled and escalated as such. Staff need to be alert to the possibility of a child being at risk of honour based abuse, or already having suffered honour based abuse.

Staff must inform the Designated Safeguarding Lead if they have concerns about a child.

- 8.7 **Female Genital Mutilation (FGM):** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 4 and 10.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon professionals (including teachers) to immediately report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should take the concern to the Designated Safeguarding Lead and together they would go to the Police. A MASH referral would also be made.

If there are concerns that a girl is at risk take the concern immediately to the Designated Safeguarding Lead.

- 8.8 **Breast ironing:** is where young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. The custom uses large stones, a hammer or spatulas that have been heated over scorching coals to compress the breast tissue, or an elastic belt to press the breasts so as to prevent them from growing in girls as young as 9 years old. Much like Female Genital Mutilation (FGM), breast-ironing has been identified by the UN as one of five under-reported crimes relating to female-to-female/gender-based violence.

The practice is performed usually by mothers and female relatives and it is believed that by carrying out this act:

- young girls will be protected from harassment, rape, abduction
- it will prevent early pregnancy that would tarnish the family name
- it will allow the girl to pursue education rather than be forced into early marriage
- it will delay pregnancy by "removing" signs of puberty
- girls may not appear sexually attractive to men

Most at risk: Young pubescent girls usually aged between 9 – 15 years old. It is a well-kept secret between the young girl and her female relatives who are likely to carry out the practice.

- 8.9 **Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

Staff must inform the Designated Safeguarding Lead if they have concerns about a child.

- 8.10 **Prevent, Radicalisation and Extremism:** As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This is the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

Preventing radicalisation: Children are vulnerable to extremist ideology and radicalisation. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

As with other safeguarding risks all staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation taking their concerns to the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values, supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

- 8.11 **Sharing nudes and semi nudes (formerly Sexting):** The guidance relates to the taking, sending or sharing indecent, sexually explicit images or videos of children (under the age of 18). This may be via social networking sites and instant messaging apps and services.

Behaviours linked to consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk

This School is clear that nude images or videos of children are illegal. It may have extremely damaging and long-lasting consequences. The school understands that not all incidents are as a result of grooming by a perpetrator, and that some incidents are initiated by the child, as a demonstration of body confidence, body positivity, or maybe as part of an age appropriate relationship. We have a responsibility to work with children, their parents and carers in ensuring that all pupils are fully aware of the risks, dangers and possible repercussions of sharing nude images and videos.

- 8.12 **Upskirting:** typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

- 8.13 **Missing:** A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions.

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or risk of forced marriage. Staff should be aware of the school unauthorised absence and children missing from education procedures.

The school holds at least two contact numbers for every child. These will be used as part of the First Day Calling process.

- 8.14 **Children and the court system:** All staff should be aware that any child involved in legal proceedings should be made known to the Designated Safeguarding Lead. Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Where there is a family break up making child

arrangements via the family courts following separation can be stressful and entrench conflict in families.

- 8.15 **Children with family members in prison:** Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff must inform the Designated Safeguarding Lead if they know a child has a family member in prison.
- 8.16 **Serious Violence:** All staff should be aware of the indicators, which may signal that children are at risk from, or are involved in serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self harm or a significant change in well being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 8.17 **Domestic abuse:** Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children.

Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Staff must inform the Designated Safeguarding Lead if they have concerns about a child.

8.17.1 Operation Encompass

At Frances Bardsley Academy we are working in partnership with the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

Police and school work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the

police will inform (via a secure online system) the DSL before the child or children arrive at school the following day.

On receipt of any information, the DSL will decide on the appropriate support the child requires, this should be covert dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and governors, is detailed as part of the school's Safeguarding Policy and published on our school website.

At Frances Bardsley Academy details our key Operation Encompass link is Emilie Darabasz.

- 8.18 **Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead has contact details and referral routes in to the Havering Housing so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. There should always be a MASH referral if a child has been harmed or is at risk of harm.

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is also be recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead will ensure appropriate referrals are made based on the child's circumstances.

Staff must inform the Designated Safeguarding Lead if they have concerns about a child.

- 8.19 **Online Safety:** The detail of online harm and abuse is in the school's online safety policy. The online world develops and changes at great speed. New opportunities, challenges and risks are appearing all the time. The DSL supported by the DSL team and specific staff who have expertise in Online Safety will stay up to date with the latest devices, platforms, apps, trends and related threats.

The school and the governing body keep children safe online when they are in school and when they are learning online at home. This includes ensuring children know how to recognise risk and ask for help. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content** - being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact** - being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

- **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

DfE 'Teaching Online Safety in school' outlines how the curriculum will support children to learn about risk and responsibility.

Online safety concerns will be taken to the DSL in the same way as any other form of harm, or risk of harm.

The school will help pupils stay safe online by helping them to recognise, through the curriculum and through support offered to them, that:

- Some online content tries to make people believe something false is true and/or mislead (misinformation and disinformation)
- Companies use techniques to persuade people to buy something
- Some games and social media companies use techniques to try to keep users online longer (persuasive/sticky design)
- There are grooming risks online, such as grooming into criminal activities.

The school will help pupils recognise acceptable and unacceptable behaviours by:

- looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do,
- looking at how online emotions can be intensified resulting in mob mentality,
- teaching techniques (relevant on and offline) to defuse or calm arguments, for example a disagreement with friends, and disengage from unwanted contact or content online; and
- considering unacceptable online behaviours often passed off as so-called social norms or just banter. For example, negative language that can be used, and in some cases is often expected, as part of online gaming and the acceptance of misogynistic, homophobic and racist language that should never be tolerated online or offline.

The school will help pupils identify and manage risk by:

- discussing the ways in which someone may put themselves at risk online,
- discussing risks posed by another person's online behaviour,
- discussing when risk taking can be positive and negative
- discussing "online reputation" and the positive and negative aspects of an online digital footprint. This could include longer-term considerations, i.e how past online behaviours could impact on their future, when applying for a place at university or a job for example

- discussing the risks vs the benefits of sharing information online and how to make a judgement about when and how to share and who to share with; and
- asking questions such as what might happen if I post something online? Who will see it? Who might they send it to?

9.0 Peer on peer abuse:

Children can abuse other children. This may include physically, sexually or emotionally hurting others. All staff should recognise that children are capable of abusing their peers. This abuse may take place in school, out of school or online. The school has a 'zero tolerance' approach to all forms of peer on peer abuse

There is a clear recognition that even when there are no reported cases of peer on peer abuse, such abuse is likely to be taking place, and not reported. The school has a clear attitude of 'it could happen here', and when working in partnership with local schools this is revised to 'it does happen here'. The school recognises that failing to understand the scale of harassment and abuse, or downplaying some behaviours would lead to an unsafe environment, and a culture that could normalise abuse, meaning that children would accept it as normal, and not report.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The school has system in place, well promoted, accessible and understood for children to confidently report abuse, knowing their concerns will be treated seriously.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyber bullying, prejudice based bullying and discriminatory bullying)
- abuse in intimate relationships
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The school recognises the different forms of peer on peer abuse, and is clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping harm and ensuring immediate safety is the first priority of any education setting. School staff, alongside their Designated Safeguarding Lead and/or Deputy, will make their own judgements about each specific case and should use this policy guidance to help.

9.1 Abuse and harmful behaviour

It is necessary to consider

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individual
- what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. (KCSIE 2021)
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that

they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

9.2 Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

9.2.1 Physical abuse

This may include hitting, kicking, nipping/pinching, 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 punishment to be undertaken.

9.2.2 Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead

The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges 2021, with consideration of

- Managing internally
- Early Help
- MASH referral
- Reporting to the police.

A MASH referral would always be made when there is a report to police.

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

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 to the young person it is intended towards. Sexually harmful behaviour may include

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Upskirting . Dismissing or tolerating such behaviours risks normalising them and can lead to a culture of unacceptable behaviours and an unsafe environment for children.

9.2.3 Bullying

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 problems. 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, gender, sexual orientation, and excluding someone from a group on purpose.

9.2.4 Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone’s online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging

- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

9.2.5 Sharing nude or indecent imagery (aka Sexting) (see 8.11, 8.12 and 10.8)

9.2.6 Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

9.2.7 Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

9.2.8 Teenage relationship abuse

Teenage relationship abuse is 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. This abuse may be child sexual exploitation.

9.3 Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

9.4 Recognising peer abuse

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation

- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

9.4.1 Taking Action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator

The DSL will

- consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

9.4.2 Recording sexualised behaviour

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Follow the prompts on your safeguarding and child protection recording form
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

9.4.3 Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

9.4.4 Consider the Intent

Has this been a deliberate or contrived situation for a young person to be able to harm another?

9.4.5 Decide on your next course of action

If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

If MASH and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

9.4.6 Informing parents/carers

The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

Is the pupil 13+ and does not want to share with parents? Use the 'Gillick' test and the 'Fraser' guidelines.

<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines/>

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

9.5 Points to consider

9.5.1 What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked.

9.5.2 Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

9.5.3 What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

9.5.4 What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

9.5.5 Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

9.6 Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

The school will follow DfE Sexual Violence and Sexual Harassment guidance (2021).

9.6.1 For the young person who has been harmed

Victims will be reassured 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 by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. It may be that through the continued curriculum of Relationship and Sex Education (from 2020), PSHE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support. Any support offered to the child, or safety

arrangements made for the child, should also be shared with them in writing (by email, or school communication system).

It is important the victim feels in as much control of the process as is reasonably possible. Wherever possible the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them

9.6.2 For the young person who has displayed harmful behaviour

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members. Any support offered to the child, or safety arrangements made for the child, should also be shared with them in writing (by email, or school communication system).

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour (following the school behaviour policy). Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service).

If there is any form of criminal investigation ongoing it is important that the DSL works closely with the police (and other agencies as required) to ensure the actions of the school do not jeopardise the police investigation.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

9.6.3 After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the

young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

9.6.4 Review

The school will monitor and review potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school will decide on a course of action. Consideration will be given as to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur. Where appropriate, extra teaching time and/or staff training will be delivered to minimise the risk of it happening again.

9.7 Unsubstantiated, unfounded, false or malicious reports

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care maybe appropriate.

If a report is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it (following the school behaviour policy).

9.8 Preventative Strategies

Peer on peer abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent peer on peer abuse.

This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The school makes sure that 'support and report' signposting is available to young people.

Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

10.0 Possible signs and symptoms of abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs and symptoms of abuse can be found in Working Together to Safeguard Children 2018. Also students with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for PE, constant tiredness) which are not necessarily signs of abuse but symptoms of their condition; however, it must also be remembered that disabled children are 3 times more likely to experience abuse or neglect than non-disabled peers.

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

10.1 Physical abuse

- Unexplained injuries, bites, bruises or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss the causes of injuries
- Untreated injuries
- Disclosure of punishment which appears excessive
- Withdrawal from physical contact/aggressive behaviour
- Arms & legs kept covered in hot weather (excluding for reasons of cultural dress)
- Fear of returning home
- Fear of medical help
- Self-destructive tendency
- Running away

10.2 Emotional abuse

- Physical, mental, emotional or developmental lag
- Domestic violence
- Disclosure of punishment which appears excessive
- Over-reaction to making mistakes or fear of punishment
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Running away
- Compulsive stealing, scavenging

10.3 Sexual abuse

- Sudden changes in behaviour
- Displays of affection which are inappropriate
- Alleged promiscuity or sexualised behaviour
- Fear of undressing
- Regression to younger behaviour
- Inappropriate internet use and possible 'grooming' concerns
- Genital itching or other genital/anal pain/injury
- Distrust of familiar adult
- Unexplained gifts of money, mobile phones etc.
- Depression and withdrawal
- Apparent secrecy about social activities or the identity of "special friends"
- Wetting or soiling, day and night
- Sleep disturbances or nightmares
- Chronic illness, especially throat infections and sexually transmitted disease

10.4 Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems or unmet special needs
- Low self-esteem
- Neurotic behaviour
- Poor social relationships
- Deterioration in school performance
- Running away
- Compulsive stealing or scavenging

Child Sexual Exploitation (CSE)

- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part in education
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infection
- Mood swings or changes in emotional wellbeing
- Drug and alcohol misuse
- Displaying inappropriate sexualised behaviour

-Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

10.5 Female Genital Mutilation (FGM)

The World Health Organisation identify girls between 4 and 10 as being the most at risk. FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to

visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

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

10.6 Prevent, Radicalisation and Extremism:

10.6.1 **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

10.6.2 **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

10.6.3 **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Early indicators of radicalisation or extremism may include:

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

10.7 Handling a nude or semi-nude image or video incident:

UKCIS "Sharing nudes and semi-nudes" will always be used to triage concerns.

It is important that school actions do not blame, shame or criminalise the child.

There should always be an initial review meeting, led by the DSL. This should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
When assessing the risks the following should be considered:
 - Why was the imagery shared?
 - Was the young person coerced or put under pressure to produce the imagery?
 - Who has shared the imagery?
 - Where has the imagery been shared?
 - Are there any adults involved in the sharing of imagery?
 - Does the child involved have additional vulnerabilities?
 - Does the young person understand consent?
 - Has the young person taken part in this kind of activity before?
- If a referral should be made to the police and/or children's social care.
Do not refer automatically, unless there are additional concerns about the pressure applied on the child to take/share the image, or unless there are sexual aspects involved which are not in line with the child's age/stage.
A MASH referral would always be made when there is a report to police.
- Imagery should not be viewed, DSL only - only view if it is essential to keep the child safe.
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services.
- Any relevant facts about the young person involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents/carers should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage. (A MASH referral would always be made when there is a report to police).:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13
5. You have reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the school may decide not to involve police or children's social care (the school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.

Image taking and sharing includes **Upskirting**: where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

- 10.8 **Private fostering:** A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

10.8.1 Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

10.8.2 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

- 10.9 Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers, to inform the school. However, it should be clear to the school who has parental responsibility.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

- 10.10 **Home stay / Exchange hosts:** If children are staying with a family as part of an exchange, the parents and over 18s need to have an enhanced DBS check (as a volunteer). The school will also decide whether they will do an enhanced DBS check for 16 and 17 year olds who also live in the house

11.0 What to do if you suspect that abuse may have occurred

- 11.1 You must report the concerns immediately, on the same working day, to the Designated Safeguarding Lead or their deputies. You may report verbally, but this must be followed up by a written account, on the same working day.

11.2 The role of the Designated Safeguarding Lead and team members is to:

- 11.2.1 Obtain information from staff, supply staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
DSL and team members will be supported by nurture and pastoral staff, such as ELSA, Thrive, counsellor etc.
- 11.2.2 Assess the information quickly and carefully and ask for further information as appropriate.
- 11.2.3 They should also consult with Havering services in the first instance (e.g. MASH including Early Help, LADO)
- 11.2.4 The Designated Safeguarding Lead should make a referral to the MASH (social care / police) or the police without delay if it is agreed during the consultation or if there is an immediate risk to the child.
A MASH referral would always be made when there is a report to police.
- 11.2.5 The referral should be made to the MASH team in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the MASH team in that borough / authority.
- 11.2.6 A telephone referral should be made and confirmed in writing using MARF online on the same working day if requested. The MASH team should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days.
- 11.2.7 Following referral, the MASH team should consider the next course of action, record their decision in writing and notify the Designated Safeguarding Lead that they have made a decision.
- 11.2.8 Liaise with the senior mental health lead, and where available, the mental health support team, where safeguarding concerns are linked to mental health.
- 11.2.9 Concerns will not be discussed with anyone other than those nominated above.
- 11.2.10 It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the Designated Safeguarding Lead has not responded appropriately to your concerns, it is then your responsibility to contact the MASH and the LADO immediately.

11.3 Responsibilities

The Designated Safeguarding Lead and team are responsible for:

- 11.3.1 Adhering to the Havering LSP (Local Safeguarding Partnership), London Borough of Havering and Frances Bardsley Academy procedures with regard to referring a child if there are concerns about possible abuse.
- 11.3.2 Keeping full written chronological records of in-school concerns about a child even if there is no need to make an immediate referral.
- 11.3.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- 11.3.4 Ensuring that an indication of further record-keeping is marked on the pupil records.

- 11.3.5 Checking the attendance of children subject to a Child Protection Plan on a daily basis.
- 11.3.6 Ensuring that any child currently who is subject to a Child Protection Plan who is absent without explanation is referred to MASH (Social Care).
- 11.3.7 Taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact these issues might be having on children's attendance, engagement and achievement at school.
- 11.3.8 Ensuring that where any child currently who is subject to a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed. A digital copy of the child's information will be securely retained / archived by Frances Bardsley Academy.

12.0 Supporting children

- 12.1 We recognise that a child who is abused or witnesses violence and/or abuse may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.
- 12.2 We recognise that the school may provide the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.
- 12.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 12.4 Frances Bardsley Academy will support all children through:
 - The curriculum
 - The school ethos
 - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within the school, giving children a sense of being valued.
 - Ensuring children know there are adults in the school whom they can approach if they are worried.
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - Notifying MASH (Social Care) as soon as there is a significant concern.
 - Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

13.0 Supporting staff

We recognise that staff working in Frances Bardsley Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to discuss the situation with the Designated Safeguarding Lead and to seek further support as appropriate.

14.0 Safer Recruitment and allegations

At Frances Bardsley Academy we will ensure we practise Safe Recruitment by undertaking 3 yearly enhanced DBS checks of staff and volunteers who work with children. Recruitment adverts will highlight the priority that the school places on this and the school's commitment to safeguarding. References and medical checks will be made on all new staff, and all staff will have references on file.

The school will follow the guidance set out in

- Keeping Children Safe in Education 2021
- Local Safeguarding Partnership procedures
- London Child Protection Procedures 6th edition.

14.1 Allegations against staff

- 14.1.1 At Frances Bardsley Academy we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of adults in the school should be taken to the Headteacher without delay or where that is not possible, to the Local Authority Designated Officer (LADO); any concerns about the Headteacher should go to the Chair of Governors and the LADO.
- 14.1.2 We understand that a child or 3rd party may make an allegation against a member of staff.
- 14.1.3 We understand that an allegation is wider than just those where it is considered that there is reasonable cause to believe that a child has suffered or is at risk of suffering significant harm. Some allegations may indicate that a staff member is unsuitable to work with children.
- 14.1.4 We will be guided by Working Together 2018 which defines an allegation as when an adult 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; or
 - behaved towards a child or children in a way that indicates that they are unsuitable to work with children.
- 14.1.5 If such an allegation is made, the member of staff receiving the allegation, or having the concern, will immediately inform the Headteacher; this must be done on the same working day.
- 14.1.6 The Headteacher on all such occasions will discuss immediately, on the same working day, the content of the allegation with LADO, before taking any further action.
- 14.1.7 If the allegation made to a member of staff concerns the Headteacher, the member of staff will immediately inform the Chair of Governors who will consult with the LADO; this must be done on the same working day. If the Chair of Governors is not available, the member of staff must make direct contact with the LADO.

14.1.8 The school will not internally investigate until instructed by the LADO.

14.1.9 The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school. These are also contained in the London Child Protection Procedures 5th edition.

14.2 Whistleblowing

All staff must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Further information is available in our Whistleblowing and Managing Allegations Policy.

15.0 Safeguarding and the school culture

15.1 Reasonable force

Our policy on reasonable force by staff is set out in a separate policy and acknowledges that staff must only ever use reasonable force as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

The school will, where appropriate, create individual plans to minimise the likelihood of challenging behaviour, and when it occurs there will be less use of physical restraint and other restrictive methods

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. Staff need to be aware that if a child sustains an injury as a result of physical intervention Safeguarding and Child Protection processes must be followed.

15.2 Bullying

Our policy on bullying, and online bullying, is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

15.3 Incidents motivated by perceived differences

Bullying and abuse can be motivated by perceived differences e.g. on the grounds of race, religion, gender, sexual orientation, disability or other difference. We acknowledge that repeated incidents or a single serious incident may lead to consideration under child protection procedures.

15.4 Health & Safety

Covid-19 Risk Assessment is in place, available to all staff and updated when needed.

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

15.5 Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

15.6 Other relevant school policies and guidance

- Whistleblowing and Managing Allegations Policy
- Behaviour Policy, including online behaviour
- Anti-Bullying Policy, including online bullying
- Racial Incidents Policy, including online incidents
- Health & Safety Policy
- Online Safety Policy
- Equalities Policy

15.7 Support and training

We are committed to the provision of safeguarding training for all school staff, supply staff, paid and voluntary, including agency staff, and we recognise that staff must be regularly updated. Safeguarding and Child Protection is always part of our start of year professional development and induction every September.

In addition to the annual basic safeguarding training, the Designated Safeguarding Lead and Team undertake training in inter-agency working at least bi-annually to keep their knowledge and skill up to date throughout the year.

All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by annual refresher training – this training cycles round a range of key topics. This will be additionally supported every year with training and updates provided by the Designated Safeguarding Lead through staff meetings, training days, written updates and briefings.

All Staff will be required to sign annually that they have read Part One of 'Keeping Children Safe in Education' (2021).

16.0 Managing Child Protection Cases

16.1 Children potentially at greater risk of harm (Child in Need and Child Protection)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where children need a social worker, this will inform decisions about safeguarding (e.g. responding to unauthorised absence or missing education where there are known safeguarding risks) and promoting welfare (e.g. considering the provision of pastoral and/or academic support, alongside action by statutory services).

16.2 Management of children subject to Child Protection investigation or subject to a Child Protection Plan

The Designated Safeguarding Lead and team will contribute to the child protection investigation and attend or contribute to the Strategy meetings.

The Designated Safeguarding Lead or deputy will attend the Initial Child Protection Conference to share any relevant information and provide a written report for the conference.

If the child is placed on the Child Protection Plan, the Designated Safeguarding Lead or deputy is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.

Information will be shared with staff on a “need to know” basis but key personnel working with child should have sufficient information to support them in their work with that child.

If a child with a Child Protection Plan has an unexplained absence from school, the Designated Safeguarding Lead will inform the Social Worker.

16.3 Record keeping

16.3.1 DfE guidance says that the Designated Safeguarding Lead will keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. Current cases are exempt from examination by parents or children unless subject to a court order. Subject Access Requests may be made for records of historic, closed issues.

16.3.2 Havering LSCB promotes high quality record keeping in respect of all concerns about children's welfare. The records should be completed in a timely manner and include all relevant information such as dates, times, others involved, witnesses etc. All records should be signed and dated. The child's confidential record should include a front sheet chronology of concerns to support the understanding of the impact of past concerns, patterns and escalation of concerns.

16.3.3 If a child transfers to another school or other educational establishment, the Designated Safeguarding Lead must forward securely the child protection file to a named person at the receiving school/establishment under a separate cover from the academic records. The file should be marked ‘confidential, to be opened by addressee only.’

16.3.4 The Designated Safeguarding Lead should retain a digital copy of the child protection file, which should be stored in a secure area accessible only by appropriate senior staff members. Child Protection records about a student who has ceased to become of compulsory school age should be archived and catalogued. Records must be kept until a child reaches 25 years of age; child protection records must be kept for 35 years after the child leaves the school.

16.3.5 When making a referral, the referrer should keep a written record of:

- Discussions with child
- Discussions with parent/s

- Discussions with staff
- Information provided to the MASH
- Advice given and decisions taken (clearly times, dated and signed)

16.3.6 The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the inter-agency referral form.

16.3.7 Frances Bardsley Academy will ensure that we keep up-to-date personal data records of all the children by regularly reminding parents to inform us of any change in family circumstances and requesting an annual update.

16.4 Confidentiality and information sharing

16.4.1 We recognise that all matters relating to child protection are confidential.

16.4.2 The Headteacher or Designated Safeguarding Lead will disclose personal information about a student to other members of staff on a need to know basis only.

16.4.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

16.4.4 When considering sharing information the staff will:

- 16.4.4.1 Remember that GDPR is not a barrier to sharing information, it provides the framework
- 16.4.4.2 Be open & honest with the person from the outset about how information may be shared
- 16.4.4.3 Seek advice, do not fail to share information because you are unsure what to do
- 16.4.4.4 Share with consent where appropriate & respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared
- 16.4.4.5 Consider safety and well-being of the child and base information sharing decisions on this
- 16.4.4.6 Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure. Ensure any third party or hearsay information is identified and that you have consent to share it
- 16.4.4.7 Keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.

17.0 Supervisory arrangements for the management of children in Alternative Provision and in out of school hours' activities.

- 17.1 We will aim to protect children from abuse and team members from false allegations by adopting the following guidelines:
- 17.2 All alternative provision, clubs and child minders must have appropriate Ofsted registration or London Borough of Havering AP quality Assurance.
- 17.3 All alternative provision and clubs independent of the school must have their own child protection policy & procedure in line with the school's

- 17.4 All alternative provision and clubs will keep a register of all children attending the activities and give a copy to the school.
Alternative provision registers will be taken promptly and uploaded such that they are visible to the school on the same day/in the same session. All absences without explanation will be notified to the school immediately.
- 17.5 All alternative provision and clubs will keep a register of all team members (both paid staff members, supply staff and volunteers) and ensure they meet the requirements of the DBS.
- 17.6 Registers will include arrival and departure times.
- 17.7 All alternative provision and clubs will keep a record of all sessions including monitoring and evaluation records.
- 17.8 The team members will record any unusual events on an accident/incident form.
All safeguarding concerns will be communicated immediately to the school DSL.
- 17.9 Written consent from a parent or guardian will be obtained for every child attending the alternative provision / activities.
- 17.10 Team members should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful; in such circumstances another adult should be told.
- 17.11 Team members may escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian and a care plan is in place for the child naming them as part of the care plan.
- 17.12 All team members should treat all children with dignity and respect in both attitude, language and actions.

18.0 Key contacts

18.1 MASH Team

01708 433222 (day)

01708 433999 (night)

tmash@haverling.gov.uk

<https://my.haverling.gov.uk/Pages/OnlineForms/Multi-Agency-Referral-form.aspx#Information>

18.2 LADO

Lisa Kennedy

lado@haverling.gov.uk

01708 431653

18.3 HES Safeguarding team

Carol Rockey carol.rockey@haverling.gov.uk 01708 431651

Michelle Wain michelle.wain@haverling.gov.uk 01708 431650

18.4 Online Safety

Amanda Jackson – Amanda.jackson@haverling.gov.uk

Dave Smith – dave.smith@haverling.gov.uk

18.5 Havering CAD team

Social Care : CAD Duty - CADDuty@havering.gov.uk

Education: SEN - Sen@havering.gov.uk

18.6 Havering Virtual School

vsht@havering.gov.uk

18.7 NSPCC whistleblowing helpline

0800 028 0285 and help@nspcc.org.uk

www.nspcc.org.uk/Helpline

18.8 SO15 Counter Terrorism Command

DC Gavin Moore

07919628083 or 0203 276 1100

Gavin.F.moore@met.pnn.police.uk

PC Jag Shina

07767765808

Jag.s.shina@met.pnn.police.uk

18.9 LBH Prevent and Hate Crime Coordinator

Emily Knight

01708 433 082

emily.knight@havering.gov.uk & prevent@havering.gov.uk

18.10 LBH Child Exploitation & Missing lead

Lorraine Bartlett

lorraine.Bartlett@havering.gov.uk

CME Children Missing Education

cme@havering.gov.uk 01708 431777

18.11 UK Safer Internet Centre

POSH Professionals Online Safety Helpline for schools

0344 381 4772

<https://www.saferinternet.org.uk/professionals-online-safety-helpline>

18.12 NSPCC

Online Safety Helpline for Professionals and Parents

0808 8005002

<https://www.nspcc.org.uk/services-and-resources/nspcc-helpline/>

18.13 LBH & East London Gangs & Serious Youth Violence

Louise Giles, Detective Sergeant

East Area Gangs Unit

0203 276 0523

GangsUnit@met.pnn.police.uk

18.14 Operation Encompass

Bekir Bekir, Detective Constable

East Area BCU - Safeguarding

MASH Team, Mercury House
0203 276 2800
Bekir.Bekir@met.pnn.police.uk
<https://www.operationencompass.org/>

18.15 LBH Alternative Provision

Darren Purdie
darren.purdie@havering.gov.uk

18.16 Safeguarding Governor - Louise Boxer - C/o 01708 447368

info@fbaok.co.uk

18.17 Designated Safeguarding Lead – Emilie Darabasz - 01708 447368

Designated Safeguarding Deputy 1 – Fiona Martin – 01708 447368

Designated Safeguarding Deputy 2 – Laura Hebden – 01708 447368

info@fba.co.uk

19.0 Where to go for further information: (reordered)

19.1 DfE: Statutory guidance: Keeping children safe in education 2021

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

19.2 DfE: Statutory guidance: Working together to safeguard children 2018 (with Dec 2020 updates)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

19.3 DfE: Sexual violence and sexual harassment between children in schools and colleges 2021

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

19.4 Havering Local Safeguarding Partnership

https://www.havering.gov.uk/info/20083/safeguarding_children

19.5 Havering: MARF

https://www.havering.gov.uk/downloads/download/306/multi-agency_referral_form_marf

19.6 Havering: Missing protocol

www.havering.gov.uk/missingchildren

19.7 Havering: Online CSE toolkit

<https://www.havering.gov.uk/Pages/Services/Sexual-exploitation.aspx>

19.8 Ofsted: Inspecting safeguarding in early years, education and skills 2019

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

19.9 DfE Safeguarding and remote education during coronavirus (COVID-19) May 2020

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

19.10 DfE: Advice what to do if you are worried that a child is being abused 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- 19.11 DfE: Behaviour and discipline in schools, July 2020
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- 19.12 DfE: Children Missing Education, September 2016
<https://www.gov.uk/government/publications/children-missing-education>
- 19.13 DfE: Cyberbullying: Advice for headteachers and school staff, November 2014
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)
- 19.14 DfE Harmful online challenges and online hoaxes
<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes>
- 19.15 DfE – Mental Health and Behaviour in schools
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- 19.16 DfE: Mental health and behaviour in schools, November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- 19.17 DfE: Preventing and Tackling Bullying 2017
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- 19.18 DfE: Protecting children from radicalisation: the prevent duty
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- DfE: Relationship Education and Relationship and Sex Education, July 2020
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- 19.19 DfE: Safeguarding practitioners: information sharing advice 2018
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- 19.20 DfE: Searching, screening and confiscation at school
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- 19.21 DfE: Statutory guidance School exclusion, May 2020
<https://www.gov.uk/government/publications/school-exclusion>
- 19.22 DfE: Teaching Online Safety in schools 2019
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- 19.23 DfE summary - Gov.UK: Safeguarding children, latest documents
<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children/latest>
- 19.24 Home Office: Criminal exploitation of children and vulnerable adults: county lines
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>
- 19.25 Home Office: Preventing youth violence and gang involvement
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing youth violence and gang involvement v3 March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)
- 19.26 Ofsted: Inspecting safeguarding in early years, education and skills settings 2019
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>

- 19.27 Ofsted: Positive environments where children can flourish
<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish>
- 19.28 Ofsted: Safeguarding concerns, a guide for inspectors
<https://www.gov.uk/government/publications/ofsted-safeguarding-policy/safeguarding-concerns-guidance-for-inspectors>
- 19.29 UKCIS: Education for a connected world 2020
<https://www.gov.uk/government/publications/education-for-a-connected-world>
- 19.30 UKCIS external visitors guidance
<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>
- 19.31 UKCIS: Online safety in schools and colleges: Questions from the Governing Board 2020
<https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board>
- 19.32 UKCIS Questions from the Governing Board
<https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board>
- 19.33 UKCIS: Safeguarding children and protecting professionals in early years settings: online safety considerations
<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>
- 19.34 UKCIS: Sharing nudes and semi nudes
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- 19.35 UKCIS: Tackling race and faith targeted bullying face to face and online
<https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools>
- 19.36 LGfL: online safety policies
<http://os.lgfl.net>
- 19.37 London Child Protection Procedures, edition 6, 2020
<http://www.londoncp.co.uk/>
- 19.38 NPCC- When to call the police
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- 19.39 NSPCC, Undertaking remote teaching and learning safely
<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/>
- 19.40 Brook Traffic Light Tool
<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>
- 19.41 Key messages from research on children and young people who display harmful sexual behaviour (PDF)
https://www.csacentre.org.uk/index.cfm/_api/render/file/?method=inline&fileID=E2C17C42-5084-47CC-902E94451079C6B6

Sexual Violence – Sexual Harassment and Child on Child abuse – appendix to the Frances Bardsley Academy for Girls Safeguarding and Child Protection Policy

This addendum to the school's main Safeguarding Policy is created in conjunction with Part 5 of the Sexual violence and sexual harassment between children in schools and colleges Government advice and guidance September 2021.

INTRODUCTION

CEO of LIFE Education Trust Statement on sexual violence and Sexual Harassment

It is very clear that there is a growing concern about the treatment of girls and young women in schools. This has included physical, emotional, sexual harassment, and abuse, and included a significant number of high-profile schools.

These concerns follow in the wake of the significant media coverage surrounding the death of Sarah Everard before Easter.

As a Trust, we have taken time to speak together as school leaders and Safeguarding Leads, exploring ways in which we can understand these issues, their causes and some possible ways forward. We recognise that we must educate and change attitudes towards all kinds of harassment and related behaviours.

We are fully committed to the safeguarding and wellbeing of all of our students, which is why heartfelt compassion is one of our core beliefs. This month The Frances Bardsley Academy for Girls was featured on the BBC News in recognition of their work supporting the wellbeing of students particularly through their new Wellbeing Centre.

The Trust has appointed a safeguarding lead to work across the schools and all staff have regular safeguarding training, underpinned by robust safeguarding policies which are available on the school websites. Recently we consulted with all of our parents on our Relationships and Sex Education Policy, which is available on individual schools' websites, along with each school's RSE curriculum content.

We have taken the considered decision to meet with senior pupils across our schools; members of School Councils, Student Prefects and LIFE Ambassadors; to discuss how best we can support students who have the courage to come forward and report these challenging issues. We will gain their views on the current processes in place but most importantly look at how we can effect change, which will empower and instil confidence in our students to speak out.

The opinions of our pupils, their thoughts and feelings must be heard. They will assist the Trust as we formulate a more long-term approach to this situation. Their views will help shape positive behaviours and allow for a greater understanding and clarity about sexual harassment, its causes and effects, among all those in our community.

Julian Dutnall, August 2021

Part One

1.0 Intent

In response to the many disclosures, predominantly (but not entirely) by female students which were posted on the website Everybody's Invited, the school undertook a survey across all year groups to establish our students views on the school's delivery of Sex Education and Relationships, the process for reporting allegations and the support offered by the school. The survey explored the school's support network for all students in the event they experience sexual violence or harassment in school, as well as the school's process and procedures when dealing with an allegation of this nature.

Frances Bardsley Academy passionately believe that all students should feel that they have been listened to and supported in a compassionate and non-judgemental way and that child on child abuse **will not** be tolerated in our school. This addendum will run alongside our Safeguarding and Child Protection Policy, which makes specific reference to peer-on-peer abuse and sexual harassment. Results from our student survey as well as focus group data will assist the school to enhance our practice of supporting students while delivering an enriched and targeted staff-training programme within our school. The school's objectives regarding sexual harassment will be made clear to all staff and students.

We aim to:

- Create a working and learning environment that is free from sexual harassment
- To promote appropriate standards of conduct at all times
- To encourage the reporting of prohibited behaviour
- To provide a safe environment for victims
- To treat all allegations and complaints in a serious, fair, sensitive and confidential manner
- To guarantee against victimisation and reprisals
- To provide a process which meets the needs of our students
- To continually educate our students on healthy relationships and acceptable behaviours

2.0 Context

Reports of sexual violence and harassment are likely to be complex and whilst decisions will need to be made quickly in any case where a child/student is at immediate risk there will be times when quick decisions may not be the best way to proceed. Following the policy methodically so that an informed decision can be made on evidence collected over the course of an allegation.

The aim of this policy is to support staff within our school through appropriate training so they are prepared and empowered to deal with students in the event a disclosure of this nature is made, and with the knowledge, they have gained the skill set to remain professional, composed and will act accordingly.

The DSL and her team will call upon and refer to a number of professional agencies for support and in particular Social Services and the Police. In the event of an allegation of rape, assault, penetration or sexual assault it is crucial to speak with the victim and explain that the school will inform other agencies, so that the victim can access all of the necessary support required.

3.0 Victims and alleged perpetrators

There are various terms to define children who have been subjected to sexual abuse, violence of sexual harassment and a number of terms to define those who are alleged to have committed out any form of abuse.

For the purpose of this policy we use the term “victim”. It is generally recognised and understood term. The school will ensure that staff recognise not everyone who has been subject to sexual violence or sexual harassment considers themselves a victim or want to be described in this way. Staff should be aware of this when they are managing any incident and be prepared to use any term with which the individual feels most comfortable.

For the purpose of this policy we use the term “alleged perpetrator” and where applicable “perpetrator”. These are widely recognised terms and considered appropriate to assist operational measures.

It is important all staff are mindful of the terminology they use when dealing with any allegation, especially when they are speaking to or in front of children.

4.0 Definitions and types of sexual abuse

4.1 Sexual violence It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this policy, we do so in the context of child on child sexual violence.

4.2 Rape A person (A) commits an offence of rape if penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

4.3 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, B does not consent to the penetration and A does not reasonably believe that B consents.

4.4 Sexual Assault A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

5.0 What is consent?

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

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

6.0 Sexual Harassment

For the purposes of this policy, when referring to sexual harassment we mean “**unwanted conduct of a sexual nature**” which, can occur online and offline. When we (Frances Bardsley Academy) refer to sexual harassment, it is in the context of child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded, worthless and humiliated, and could potentially create a hostile, unpleasant and sexualised environment.

It is important staff recognise sexual harassment can include:

- Sexual comments such as telling sexual stories, sexual jokes, making vulgar remarks about a person’s attire or presentation and calling someone sexualised names.
- Sexual jokes or teasing
- Physical behaviours, such as; deliberately brushing against someone, interfering with someone’s clothing, for example the pulling of a bra strap and displaying photos of a sexual nature.

- Online sexual harassment. This may be unconnected, or part of a wider pattern of sexual harassment and/or sexual violence. It could include sharing of sexual images and videos, sexualised online bullying as well as unwanted sexualised comments and messages on social media, incidents of this nature will be referred to in the school's Online Safety, Anti-Bullying and Behaviour Policies, as well as the schools Home School Agreement.
- **The Anti-Bullying Alliance** has developed guidance for schools about Sexual and sexist bullying.

It is important that schools consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

7.0 Harmful sexual behaviour

Abusive and violent sexual behaviours are developmentally inappropriate and could cause developmental damage. The term most widely used and adopted by social care in child protection when referring to this type of behaviour is "harmful sexual behaviour" Harmful sexual behaviour can occur online and/or offline and can occur simultaneously between the two.

When schools consider what constitutes harmful sexual behaviour, they must consider the ages and stages of development of the children, as these are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, especially if one of the children is at least 2 years older or if one of the children is pre-pubescent and the other is not. However, staff should be made aware that younger children can abuse older children, for example if the older child is considered to have special educational needs and therefore is considered highly vulnerable or is physically smaller in stature. For more information, staff can refer to **NSPCC - Understanding Sexual Behaviour in Children.**

Part Two

8.0 Frances Bardsley Academy's approach to sexual violence and sexual harassment.

To help improve the school's approach to sexual violence and sexual harassment the school analysed the information from the student survey, with the intention to make the school's safeguarding procedures in relation to sexual violence and sexual harassment clear, informative and easy for all to understand. Most importantly, student feedback will be used to influence the school's processes for handling allegations as well as the delivery of the school's PSHE and RSE curriculum.

The student survey revealed:

- *It was important to have a clear and honest plan of what will happen now that they have made an allegation*
- *Staff will support them or source the support for them to deal with their emotions and trauma*
- *To ensure privacy at all times, be mindful of taking students out of class, how will this be perceived by their peers and other staff?*
- *To be patient at all times, students voiced they did not want to feel that they are a burden*
- *To allow time and space for the victim, time out of class or school*
- *To remain calm*
- *Not to be judged*
- *The fear of feeling that they are not being believed*
- *Lack of honesty on what is likely to happen*

- *Reassurance the matter will not be discussed with other teachers and for them (the victim) to know who will know and why*
- *To have a clear plan of support which the victim can access easily*
- *To make it clear to the victim there should be no feelings of shame or stigma on their part for reporting sexual violence or sexual harassment*

Having distilled the information Frances Bardsley Academy will take the following steps:

- Share the student survey with staff, focussing on the key points
- Staff will be regularly trained in all matters relating to safeguarding, the different types of abuse and neglect, with emphasis on sexual violence and sexual harassment.
- Staff will be made aware of the process to follow in the event a child makes an allegation or raises a concern.
- Staff training will review the schools “approach” which staff must adopt in the event a child makes an allegation of this nature
- Staff will be reminded that students can speak to anyone who they feel comfortable with, this is not exclusive to the Safeguarding Lead and her Team
- DSL and her team will actively promote the school’s Wellbeing Centre and the services and support that is available to all students within the school.
- Children will be taught about safeguarding, to include staying safe on-line
- All staff will be trained on how to use the school’s safeguarding reporting tool, how to respond to a report of abuse, and how they can offer support or where to go to if they need advice and support.
- The DSL will regularly review records of any issues relating to sexual violence and sexual harassment, to establish if there are any concerning patterns among friendship groups, year groups etc. This will prompt the school to provide additional support and education to any particular cohort when required.

9.0 Healthy Relationships and education

The survey also revealed students wanted more information and greater clarity on healthy relationships, respectful and acceptable behaviour, what constitutes sexual harassment and sexual violence. Their feedback has prompted the school to complete an audit of the current PSHE and RSE curriculum and its delivery, to ensure we are educating our students against harmful sexual behaviours. The school has a planned programme of evidenced based content delivered through the curriculum and school assemblies to tackle key issues such as:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles
- Stereotyping
- Equality
- Body confidence
- Self esteem
- Prejudice behaviour
- That sexual violence and sexual harassment must never be tolerated and is wrong
- Addressing cultures of sexual harassment

We also invite organisations and guest speakers in to deliver information to our students as well as our parents.

To ensure the school's PSHE and RSE curriculum is being met, the school will undertake a termly student feedback survey to track the impact of the PSHE and RSE delivery.

Part Three

Managing allegations

10.0 Managing the report.

When reports of sexual violence or sexual harassment have been made, the school will act in accordance with Part 5 of KCSIE 2021.

The school will always consider any report of sexual harassment or sexual violence, and record all of the details according to the schools Safeguarding and Child Protection Policy. The school will take the allegation seriously, support the victim and make sure all safety measures are put in place so that the victim feels protected and secure. The victim must always be made to feel that the staff member takes the allegation very seriously, **that sexual violence and harassment will not be tolerated**. It is important staff are made aware sexual language is not "banter" or part of "growing up". Most importantly, staff must reassure the victim it is not their fault and that they must not feel ashamed. When reports of sexual violence or sexual harassment are made, the school will act in accordance with Part 5 of KCSI 2021

All staff at Frances Bardsley Academy have been trained to manage safeguarding concerns and reports using the school's electronic safeguarding tool, as outlined in the school's Safeguarding and Child Protection Policy 2021.

The DSL and her team will take into account that in some cases the child may struggle to attend their normal day-to-day timetable and routine. It is important that the school listens to the victim's fears and in discussion with the parents or carers; a support plan should be put in place to help the child manage the situation while still attending school. In the event the victim is too traumatised to attend school, then the school will source alternative provision to help re-engage the student at a pace they are able to cope with.

For those victims who remain in school, the DSL will work with the child and the family to ensure all safety measures have been put in place and that the victim will have access to a trusted staff member of their choice to discuss their concerns and wishes. The school will always respect this choice.

In line with KCSIE 2021 and the school's Safeguarding and Child Protection Policy Procedures all staff will be made aware of the following key principles:

- All staff must be trained and know how to manage a report in line with other disclosures related to safeguarding.
- Staff should not promise confidentiality
- Staff must not share the report with any other staff member other than the DSL and her team
- The victim should be made aware of who the report will be passed to and the possible next steps
- Staff should listen to the child, be clear on professional boundaries.
- Staff should not ask any leading questions – staff can prompt the child by asking Where, When and What?
- Think about the best way to record the report – staff are reminded to write up their report immediately, this will help staff capture all of the information which has been shared
- Staff should not be allowed to be distracted, the child must have the staff member's full attention
- To record facts, notes should reflect the child's account of what has been shared.

- Staff must be mindful NOT to record their views or opinions, as their notes could be become part of a statutory assessment by children's social services or as part of a police investigation
- If the incident includes online abuse, staff must be aware of searching, screening and confiscation advice as well as UKCCIS sexting advice.
- Staff should not view or forward illegal images of a child. If this is unavoidable then these should be shared with the DSL only.
- All allegations should be shared with the DSL as soon as it is possible, in the event the DSL is unavailable then the Deputy must be made aware of the allegation.

All staff will be required to familiarise themselves with pages 26-29 Responding to the report of the Sexual violence and sexual harassment between children in schools and colleges 2021 advice for further guidance on the following options:

- Managing allegations internally
- Early Help Service
- Referral to Children's Social Care
- Reporting to the Police

A dedicated NSPCC helpline is now available to offer advice to children and adults: 0800 136 663. The NSPCC provides a helpline for professionals at 0800 800 5000 and help@nspcc.org.uk.

There may be reports where alleged sexual violence or sexual harassment involves pupils or students from the same school, but it is alleged to have taken place away from the school premises, or online. There may also be reports where the children concerned attend two or more different schools, colleges or alternative provisions. The safeguarding principles, and duties of individual schools, colleges and AP's to safeguard and promote the welfare of pupils and students remain the same.

Following a report to the DSL or Deputy, how the investigation proceeds will be managed in consultation with other agencies such as Havering MASH (Multi Agency Sharing Hub) and the Safer Schools Officer.

11.0 Risk Assessment

When there has been a report of sexual violence, the DSL (or her Deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.
- Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school will be actively considering the risks posed to all their students safety and putting adequate measures in place to protect them to keep them safe.

The DSL (or Deputy) will ensure that they are engaging with children's social care and specialist services if required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments will be used to inform the school's approach to supporting and protecting students and updating its own risk assessment.

12.0 Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice found in Keeping Children Safe in Education 2021 and should shape any decisions regarding safeguarding and supporting the victim.

- Consider the age and development stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power balance is likely to have been created between the victim and the perpetrator.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible the victim, if they wish, should be able to continue their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

Support can include:

- Children and Young People's Independent Sexual Violence Advisors (CHISVA) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help victims understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. CHIVAS will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
- Police and social care agencies can signpost to CHIVAS services (where available) or the young person, school, or college can make referrals directly to CHIVAS. Contact details for CHIVAS can be found at the *Rape Crisis and the Survivors Trust*.
- *Child adolescent mental health services (CAMHS)*
- Rape Crisis Centres can provide therapeutic support for children who have experienced sexual violence
- The Survivors Trust
- *Internet Watch Foundation* (to potentially remove illegal images)

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support is required, the school should ask the victim if they would find it helpful to have a designated trusted adult (for example, their Progress Managers, Form Tutor or a member of the safeguarding team) to talk to about their needs. The choice of any such adult should be the victims. Frances Bardsley Academy will always respect and support the victim's choice).

A victim of sexual violence is likely to be traumatised and, in some cases may struggle in a normal classroom environment. While schools should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools should provide a physical space for victims to withdraw.

It may be necessary for schools to maintain arrangements to protect and support the victim for a long period. Schools should be prepared for this and should work with children's social care and other agencies as required.

It is important that the school do everything it reasonably can to protect the victim from bullying and harassment because of any report they have made.

Whilst they should be given all the necessary support to remain in their school, if the trauma results in the victim being unable to do this, alternative provision or move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following consultation with their parents or carers).

It is important that if the victim does move to another educational establishment (for any reason), the DSL should take responsibility to ensure this happens (and should discuss with the victim and where appropriate, their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

13.0 Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice in *Keeping Children Safe in Education 2021* and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The school or college will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.
- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- It is important that if the alleged perpetrator does move to another educational establishment (for any reason), that the new educational establishment is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The DSL should take responsibility to ensure this happens and well as transferring the child protection file.

14.0 Discipline and the alleged perpetrator

With regard to the alleged perpetrator, we (Frances Bardsley Academy) will act in accordance with our Behaviour Management in Practice Policy and discipline students whose conduct falls below the standard, which could be reasonably expected of them. Disciplinary action can be taken whilst other investigations by the police and/or children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened and imposing a penalty accordingly.

This is a matter for the school and will be carefully considered on a case-by-case basis. The DSL or her deputy should take a leading role. The school should consider if, by taking action, they would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or children's social care should help us as a school make a judgement. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach their own view about what happened while an independent investigation is considering the same facts.

15.0 Ongoing Considerations: Victim and alleged perpetrator sharing classes

This will involve complex and difficult professional decisions, including considering our duty to safeguard students and our duty to educate them. It is important each report is considered on a case-by-case basis and risk assessments are updated accordingly.

DFE guidance states that where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education and welfare of the victim (and potentially other students)

Where a criminal investigation into sexual assault leads to a conviction or caution, the school should, if it has not already, consider any suitable actions and refer to the school's Behaviour Management in Practice Policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases. The DSL and her team will be responsible for overseeing safeguarding arrangements and communicating with staff. In all cases, schools should record and be able to justify their decision-making.

16.0 Working with parents and carers

When dealing with complex situation the school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary in the case of sexual harassment and should be considered (on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put the child at additional risk. The school will need to consider what information it provides to the respective parents and carers about the other child involved and when it does so. In some cases, children's social care and/or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It is the intention of the school that, should the circumstances dictate, we will meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also our intention that the school would meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions would be explained and support for the alleged perpetrator also discussed.

The DSL and/or her Deputy would generally attend such meetings. Consideration of the attendance of other agencies should be on a case-by-case basis.

17.0 Safeguarding other children

Consideration will be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. The school has its own counselling services as well as a strong pastoral team.

Following any report of sexual violence or sexual harassment, it is likely that some children will "take sides". The school will do all it possible can to ensure both the victim and alleged perpetrator, and any

witnesses, are not being bullied or harassed. In the event this takes place, the school will refer to the school's Anti Bullying policy and take the appropriate action.

Social media is very likely to play a central role in the fall out of any incident or alleged incident. There is potential for contact between the victim and the perpetrator and a very high likelihood that friends from either side could harass the victim or alleged perpetrator online and/or become victims of harassment themselves. The school will encourage all parents and carers to monitor their child's use of social media, and will signpost parents to specialist online safety support.

School transport is a potentially vulnerable place for a victim or alleged perpetrator following any incident or alleged incident. The school, as part of its risk assessment, will consider any additional potential support needs to keep all of the children safe.

A whole school approach to safeguarding, a culture that makes clear that sexual violence and sexual harassment is always unacceptable, and a strong preventative education programme will help create an environment in which all children at the school are supportive and respectable to their peers when reports of sexual violence or sexual harassment are made.

It is important that the school keep its policies, processes and curriculum under constant review to protect all children. Reports of sexual violence and sexual harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systematic problems that could and should be addressed by updating relevant policies processes or relevant parts of the curriculum.

18.0 Managing reports where the alleged perpetrator has left the school

Where the alleged perpetrator never attended school or is no longer at the school, it is not possible to carry out a proper investigation into a report of sexual assault or sexual harassment. Instead, the focus, as ever, will be on supporting the child and acting in their best interests. This may involve working with children's social care and/or the police, depending on the extent of the allegations. As above, before involving social care or the police, it is important to discuss this with the victim, explaining why it is important for those agencies to know and how they will be able to support the victim.

19.0 Previously investigated reports

It is possible that a former or current student could now reconsider their historical report and express their disappointment with the outcome, the investigation or some other aspect of it.

Should such a situation occur the school would manage these cases as complaints, in the first instance. The school will refer to the Trusts' Complaints Policy. If the outcome of the complaint is that the investigation was flawed and/or an outcome was not appropriate, then a reinvestigation could be considered. Again, the focus must be on the interests of the victim, and consideration should be given to the impact of a second investigation on the alleged perpetrator. A decision will need to be made on a case-by-case basis.

The option of the victim reporting the issue to the police remains open to them and it may well be that they choose to involve the police. If so, the school will work with the police (and children's social services) as we normally would with safeguarding concerns.

Flowchart for responding and recording concerns about a child following an allegation of sexual harassment/sexual abuse and the steps the school will take following a disclosure of this nature

The staff member will listen to the student and inform them that you cannot keep information to yourself and that:

- Staff will not make any judgements
- Staff will be mindful of their body language
- The student will have your undivided attention
- Do not ask any leading questions
- Ask the student if she feels comfortable for you to
- record the details of the information/allegation
- Refer to pages 6-7 of this document for further advice

**Your DSL is: Emilie Darabasz
Deputy Safeguarding Leads are:
Fiona Martin
Laura Hebden
Kerry Mills
Jennifer Raven**

- Having recorded your concern speak to the DSL or Deputy as a matter of urgency.
- Make sure the child is kept safe the DSL will advise you if the child is safe to leave school.
- The DSL will advise what action to take with regard to the alleged perpetrator.

Depending on the severity of the allegation the DSL or Safeguarding Deputy will review the information provided by the staff member and decide upon the appropriate course of action as follows

Decision made to monitor the concern. The student will have support from the school's Pastoral Team. Decision is recorded in the safeguarding file for the child

Appropriate staff members plan to ensure the student feels safe at school and what action to take with regard to the alleged perpetrator. Action plans will be agreed case by case.

Decision made to discuss the concern with parent/carer

DSL will discuss with parents. The discussion will be recorded in the safeguarding file for the child.

Decision made to refer the allegation to the Police or make a referral verbally followed up in writing to having MASH

A MARF is submitted to MASH
(Same working day ASAP)
Decision is recorded in the safeguarding file for the child

If the Designated Safeguarding Lead and team are not available, the staff member with the support of the most senior member of staff available, make a direct referral to MASH.

Key Contacts

MASH Team

01708 433222 (day)

01708 433999 (night)

tmash@havering.gov.uk

<https://my.havering.gov.uk/Pages/OnlineForms/Multi-Agency-Referral-form.aspx#Information>

HES safeguarding team

Carol Rockey carol.rockey@havering.gov.uk 01708 431651

Michelle Wain michelle.wain@havering.gov.uk 01708 431650

Online Safety

Amanda Jackson – Amanda.jackson@havering.gov.uk

Dave Smith – dave.smith@havering.gov.uk

Where to go for further advice and information

- 19.42 DfE: Statutory guidance: Keeping children safe in education 2021
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 19.43 DfE: Statutory guidance: Working together to safeguard children 2018 (with Dec 2020 updates)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- 19.44 DfE: Sexual violence and sexual harassment between children in schools and colleges 2021
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- 19.45 Havering Local Safeguarding Partnership
https://www.havering.gov.uk/info/20083/safeguarding_children
- 19.46 Havering: MARF
https://www.havering.gov.uk/downloads/download/306/multi-agency_referral_form_marf
- 1.6 DfE: Advice what to do if you are worried that a child is being abused 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- 1.7 DfE: Behaviour and discipline in schools, July 2020
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

- 1.8 DfE: Cyberbullying: Advice for head teachers and school staff, November 2014
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)
- 1.9 DfE Harmful online challenges and online hoaxes
<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes>
- 2.0 DfE: Preventing and Tackling Bullying 2017
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- 2.1 DfE: Teaching Online Safety in schools 2019
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- 2.2 DfE summary - Gov.UK: Safeguarding children, latest documents
<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children/latest>
- 2.3 UKCIS: Online safety in schools and colleges: Questions from the Governing Board 2020
<https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board>
- 2.4 UKCIS: Sharing nudes and semi nudes
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- 2.5 NPCC- When to call the police
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- 2.6 Key messages from research on children and young people who display harmful sexual behaviour (PDF)
https://www.csacentre.org.uk/index.cfm/_api/render/file/?method=inline&fileID=E2C17C42-5084-47CC-902E94451079C6B6