

# ***St Peter's CE Primary School***



## ***Safeguarding and Child Protection Policy***

Date adopted by Governing Body: December 2018

Date to be reviewed: December 2019

The school recognises its obligation under Section 175 of the Education Act 2002 to promote and safeguard the welfare of all its pupils and sees its Child Protection and Safeguarding Policy as fulfilling a key part of this duty.

St. Peter's believes that all children, regardless of ethnicity, nationality, religion, culture, family circumstances and ability, have the right to be protected. We believe that every child has the right to be happy, healthy and safe. Safeguarding and promoting the welfare of children is defined as, in accordance with Keeping Children Safe in Education 2018 "protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes".

## **Introduction**

St Peter's fully recognises the contribution it makes to safeguarding children.

There are three main elements to our policy:

1. Prevention through teaching, pastoral support and strong and authentic relationships with pupils and families.
2. Procedures for identifying and reporting cases or suspected cases of abuse. Because of our day to day contact with children, school staff are well placed to identify and act upon signs and indications of abuse.
3. Support to pupils who may have been subject to abuse and working with families and additional agencies in order to address and prevent any safeguarding issues and achieve positive outcomes.

Our policy applies to all staff and volunteers working in the school, community education staff and governors. Teaching Assistants, Mid-day Assistants, Office staff, as well as teachers can be the first point of disclosure for a child. Concerned parents, carers or members of the community may also contact school governors, the Head Teacher, Deputy Headteacher or Assistant Headteacher if they are concerned about a child.

**Please note that if you are ever concerned about the welfare of a child or family you must contact Social Care on **01744 676600** or the out of hours number on **0845 0500148****

## **Procedures**

St. Peter's follows the procedures set out by the St. Helens Safeguarding Children Board. These are available at [www.sthelensscb.org.uk](http://www.sthelensscb.org.uk) and St. Peter's also has clear internal procedures for dealing with safeguarding issues; these are adopted and followed by all staff members and volunteers.

### **The school will:**

1. Ensure it has three Senior Leads (1 of whom will be the Designated Safeguarding Lead) who are all responsible for dealing with safeguarding issues within school. These staff members will have undertaken the training course provided by the Local Authority as minimum; this will be refreshed every two years.
2. Recognise the key role of the Designated Senior Lead and arrange all necessary support and training.
3. Receive additional training in order to best support children and their families and achieve positive outcomes regardless of individual circumstances or challenges.

4. Ensure every member of staff and every governor knows the name of the Senior Leads and their roles. They are:

**Mrs Colley– Deputy Head Teacher (Designated Safeguarding Lead)**

**Mr Robinson - Head Teacher (Deputy Safeguarding Lead)**

**Mr Foster – Assistant Head Teacher**

The name of the Governor responsible for safeguarding is: **Mrs Hutton.**

5. Ensure that all members of staff and volunteers are aware of the need to be alert to signs and symptoms of abuse and know how to effectively respond to a child with immediate effect who makes a disclosure. This is explained to them as part of the staff induction. This list includes child protection and safeguarding policy, staff code of conduct, part one of 'Keeping Children safe in education', online safety, behaviour policy and the safeguarding response to children who go missing from education.
6. Ensure that parents and carers have an understanding of the responsibility placed on the school and staff to safeguard children in accordance with **Keeping Children Safe in Education (September 2018) and Working Together to Safeguard Children (July 2018).**

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

***Keeping Children Safe in Education September 2018 pg.5***

*“All school and college staff have a responsibility to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life”.*

***Keeping Children Safe in Education September 2018 pg.6***

7. Provide refresher training for all staff every year and a Safeguarding Induction (including issuing the Child Protection and Safeguarding Policy) for new staff and volunteers so that they know:
  - I. their personal responsibilities,
  - II. the local policy and procedures,
  - III. the need to be vigilant in identifying cases of abuse,
  - IV. the appropriate way to take action and support a child who makes a disclosure.
8. Notify the local Social Care team if:
  - a) There are concerns regarding a child’s welfare or safety
  - b) It should have to exclude a pupil on a Child Protection Plan or who has involvement with social care, either for a fixed term or permanently.
  - c) There is an unexplained absence of a pupil on a Child Protection Plan or who has involvement with social care.
9. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at initial case conferences, core group meetings and child protection review conferences.
10. Keep written records of concerns about children (noting the date, event and action taken) even when there is no need to refer the matter to Social Care.
11. Ensure that current records are kept secure and in a locked location. All archived files of children who have left the school will be kept securely and stored for 18 years.

12. Adhere to the procedures set out by the St.Helens Safeguarding Children Board and their Safeguarding Procedures when an allegation is made against a member of staff. All allegations will be referred to the Local Authority Designated Officer (LADO). Staff, parents, carers and members of the public may make a referral to the LADO.

**Timba Kanengoni Tel: 01744 671271**

13. Employ robust and secure safer recruitment procedures which are always mindful of protecting children from unsuitable people. Staff trained in 'Safer Recruitment'. Ensure that all our practice is family centred and puts the voice of the child first.
14. Ensure that all staff who are appointed to work in school have an enhanced criminal records search called a DBS check. Staff who have been appointed prior to 2002 have a list 99 check. If staff are found to have a criminal record the appointment is reconsidered by the Headteacher and the Governing Body. All appointment panels have at least one member who has undertaken the National College training on Safer Recruitment. New staff are inducted into safeguarding practices. Newly appointed staff are assigned a mentor (DHT or AHT) for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children.
15. Will have a robust system for the induction of volunteers. Volunteers must also have DBS clearance. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. The office performs this. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.
16. Welcome visitors to St Peter's and assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance.
17. Encourage children to use the internet as much as is possible, but at all times in a safe way. Parents are asked if they agree to their child using the internet. Pupils are never left unattended whilst online. If teachers know of misuse, either by a teacher or child the issue is reported to the Headteacher without delay. We have robust filtering systems to ensure children are not able to access inappropriate material on the internet.
18. Parents are not allowed to photograph and film in school. Parental consent must be obtained to take and display photographs in school.
19. Seek guidance from the Education Safeguarding Team
20. Seek guidance from the Governing Body.

## **Types and definitions of abuse**

Abuse can take many different forms. St Peter's staff receive training to understand the different forms of abuse and their signs and symptoms.

Definitions and examples of the different forms of abuse can be found in Appendix 1.

The four main categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect.

In relation to 'Keeping Children Safe in Education 2016' and 'Sexual harassment and sexual violence 2018', St. Peter's also recognise additional forms of abuse which children may be at risk of.

These include:

- Female Genital Mutilation or FGM
- Radicalisation and Extremism.
- Forced Marriage
- Child Sexual Exploitation or CSE
- Sexual harassment and sexual violence
- Private Fostering
- Child Missing in Education

## **Prevention**

St. Peter's recognises high self-esteem, supportive friends and positive relationships with trusted adults support prevention and early intervention when it comes to safeguarding children.

The school will therefore:

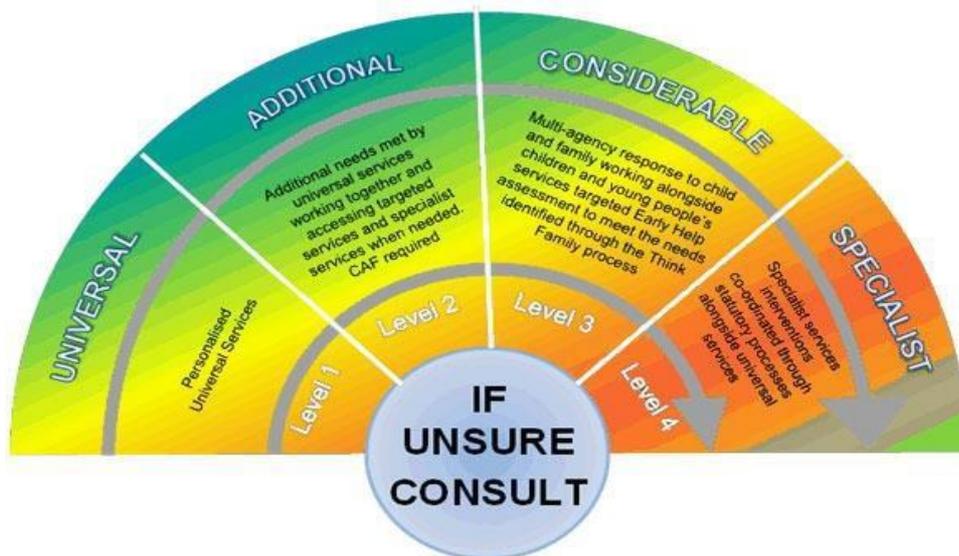
- Establish and maintain an ethos where children feel secure, encouraged to talk and are listened to;
- Ensure children know that there are adults in school whom they can approach if they are worried or are in difficulty;
- Embed skills throughout school that help children to keep themselves safe. This includes throughout the curriculum, whole school initiatives and bespoke interventions.
- Include in the curriculum, materials which will help children develop a realistic perspective and appropriate attitude to the responsibilities of adult life and the treatment of children.

## Early Help

St. Peter's recognises that early intervention can have a positive impact for our families and can prevent children from significant harm. Therefore St. Peter's promotes an Early Help Offer which is a graduated

Level of Need	Intervention	Agencies who may be involved
<b>Level 1</b> Children and young people who are achieving each of the 5 outcomes	<b>Whole school initiatives</b> Informal contact with children, parents and carers to resolve low level issues.	The child and their family School staff
<b>Level 2</b> Children and young people who may need extra support in order to achieve the 5 outcomes.	<b>School Support Meetings</b> Informal meetings with parents and carers to resolve low level issues. These may require a referral to an additional agency and will be reviewed.	The child and their family School staff Possible involvement of an external agency.

structure aimed at providing support at the appropriate and earliest level. This is in accordance with St. Helens Council's Continuum of Need.



<p><b>Level 3</b> Children and young people who have complex needs and who may require co-ordinated support in order to achieve the 5 outcomes.</p>	<p><b>Common Assessment Form (CAF)</b> A document completed by the family with support from the lead professional. The CAF document brings together all agencies involved with a family to ensure that everyone is working together and information is shared. The CAF would then be taken to a Service Allocation Meeting (SAM) to ensure that the appropriate support is being given. Parents and Carers or the child where appropriate, must consent to this document.</p> <p><b>Family Support Meetings</b> A Family Support Plan is put into place for families with complex needs. This may be required as earlier forms of intervention have not been effective. Family Support Plans, similarly to a CAF, look to bring agencies and families together in order to put in place the best package of support. Parents and Carers or the child where appropriate, must consent to this document.</p>	<p>The child and their family</p> <p>School staff</p> <p>Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist.</p> <p>This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. In some cases Social Care will be invited to Family Support Meetings.</p>
<p><b>Level 4</b> Children and young people who will not achieve the five outcomes without intensive support.</p>	<p><b>Child in Need</b> These are meetings for families who require intensive support in order for the child to achieve their 5 outcomes. These meetings are led by Social Care and all agencies involved will be invited along with parents and carers. These meetings are statutory and therefore do not require parental consent.</p> <p><b>Child Protection</b> These are meetings for families whose children are at risk of significant harm. These meetings are led by an independent chair and all agencies involved will be invited along with social care, parents and carers. These meetings will be reviewed every 6 weeks during core group meetings and every 6 months for review child protection conferences. These meetings are statutory and therefore do not require parental consent.</p>	<p>The child (where appropriate) and their family</p> <p>School staff</p> <p>Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist.</p> <p>This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. Social Care would always attend Child in Need and Child Protection conferences.</p>

### Supporting the pupil at risk

We recognise that children who are subject to abuse in whatever form may experience a significant effect of their social and emotional wellbeing as well as their academic attainment.

St. Peter's recognises that school is a stable and secure environment in the lives of our pupils. Therefore, we strive to create a safe and consistent environment.

In accordance with Working Together to Safeguard Children 2018, St. Peter's recognises that some children may be considered more vulnerable than others.

These include:

- A disabled child and has specific additional needs
- Has special educational needs
- A young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child such as substance abuse, adult mental health, domestic violence, and/or
- Is showing early signs of abuse and/or neglect

**The school will endeavour to support the pupil through:**

- a) Our prevention procedures
- b) The school's behaviour policy is aimed at supporting all pupils in our school especially those who are identified as being vulnerable. All staff will adopt a consistent approach which focuses on the offence committed by the child but does not damage the pupil's sense of self-worth. St. Peter's recognises that all behaviour is a form of communication and we aim to address any underlying issues through pastoral intervention.
- c) St. Peter's is committed to working with the appropriate agencies that best support our children and their families.
- d) St. Peter's will continue to refer for children who are already open to Social Care and will exercise the St. Helens Local Authority's escalation policy when deemed necessary.
- e) When any vulnerable pupil leaves our school, all information will be photocopied and transferred to the new school immediately and Social Care would be informed where necessary.

### **Safeguarding and Attendance**

The Safeguarding Policy links directly to the schools Attendance Policy.

If a child is absent who is deemed to be vulnerable and contact is not made with the school regarding their absence, then the Education Welfare Officer (EWO) or another member of staff may call to the family home to ensure the child's safety.

If a child is absent who is on a Child Protection Plan and contact is not made with the school regarding their absence, then the EWO or another member of staff will inform Children's Social Care.

When a child is continually missing education, St. Peter's will follow Local Authority procedures and will work with the appropriate agencies, including Education Welfare.

St. Peter's CE Primary will always strive to put the correct interventions into place to ensure that Persistent Absentees improve their attendance. If a pupil goes missing from the school site during the school day, the parent or carer and the Police will be informed immediately; it may also be appropriate to notice Children's Social Care.

Once a child has left the school premises, it is the responsibility of the Police and not staff to try and secure the child. St. Peter's recognises that it may be more dangerous for both staff and the child, if staff were to try and secure the individual.

## Managing Peer on Peer Allegations (Please refer to the Appendix for additional policy and procedures around 'sexting')

At St Peter's, we put in place safeguards to reduce the likelihood of peer on peer allegations. There is an established ethos of respect, friendship, courtesy and kindness with a clear, high profile Behaviour for Learning Policy which sets out our expectations, rewards and consequences for unacceptable behaviour together with visible staff presence.

### Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

### Risks

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.

Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before acting.

Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Professionals 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 at risk of Suffering, Significant Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.**

### **Protection and Action to be taken**

It is not enough to respond to incidents as they arise: all agencies that work with children should strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. Agencies should have a policy on bullying, and on sexual and racial harassment. They should also consider the effect of adult behaviour on children who may view them as role models.

Any professional who feels that a young person has abused another child or young person should notify school's child protection officer, without delay.

The St Peter's safeguarding team will consider:

- Whether the alleged perpetrator seems to pose a continuing risk to any child;
- How to protect any child who appears to be at immediate risk of significant harm;
- Whether **Section 47 Enquiries** should be initiated (or continued if they have already begun) and how they should be handled; and
- What action should be taken in respect of the alleged perpetrator, for example arranging a risk management meeting.

It is important to co-ordinate action to address these issues: no agency should initiate action that has implications for another agency without appropriate consultation unless this is unavoidable in order to protect the safety of a child.

## **Appendix 1 – Categories and Definitions of Abuse**

### **Physical Abuse**

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. Types of physical abuse include:

- Hitting or smacking
- Shaking
- Throwing
- Poisoning
- Burning and scalding
- Drowning
- Suffocating
- Fabricating or Inducing Symptoms of illness in a child
- Any other way of causing physical harm.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. This may involve:

- Conveying they are worthless, unloved, inadequate or only valued insofar as they meet the needs of another person.
- Not giving a child opportunity to express their views, 'making fun' of what they say or how they communicate.
- Inappropriate expectations for their age or development – including overprotection.
- Seeing or hearing the ill treatment of other such as domestic violence or abuse.
- Serious bullying and causing the child to feel frightened or in danger.
- Exploitation or corruption of children.
- All types of ill-treatment of a child. Even if a child is subject to another abuse from another category, they will still experience a level of emotional abuse.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical, developmental and/or psychological needs, likely to result in the serious impairment of a child's health or development. This can also occur during pregnancy as a result of parental substance misuse. This includes when a parent or carer fails to provide:

- Adequate food clothing or shelter (including exclusion from home and abandonment).
- Protection from physical and emotional harm and danger.
- Ensure adequate supervision.
- Access to appropriate medical care or treatment.
- Meeting the child's basic emotional needs.

### **Sexual Abuse**

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

- Physical contact including penetrative and non-penetrative acts.
- Involving children looking at /or in the production of sexual images.
- Watching sexual activities
- Encouraging children to behave in sexually inappropriate ways
- Grooming a child in preparation for abuse.

## Female Genital Mutilation or FGM

Female Genital Mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a cultural practice. There are no health benefits to Female Genital Mutilation. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first generation immigrants, refugees and asylum seekers.

### Key Points:

- It is NOT a religious practice.
- Occurs mostly to girls aged 5-8 years old; but up to around 15.
- It has been a criminal offence in the United Kingdom since 1985.
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison.

### Reasons for this cultural practice include:

- Cultural identity – an initiation into womanhood.
- Gender identity – moving from a girl to a woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – uncut women are regarded as unclean.

### Risk Factors include:

- Low level integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- A visiting female elder from the country of origin
- Being taken on a long holiday to the family's country of origin
- Talk about a 'special' event or procedure to 'become a woman' High Risk Time

This procedure often takes place in the summer, as the recovery period for FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long periods of absence with symptoms of FGM, advice should be sought from the police or social services. It is a mandatory reporting duty under section 5B of the Female Genital Mutilation Act 2003 (as inserted section 74 of the Serious Crime Act 2015) there is a statutory duty upon school staff to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM has been carried out on a girl under 18.

### Post FGM symptoms include:

- Difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet

- Unusual behaviour after a lengthy absence
- Reluctant to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer term problems include:

- Difficulties urinating or incontinence
- Frequent or chronic vaginal, pelvic or urinary infections
- Menstrual problems
- Kidney damage and possible failure
- Cysts and abscesses
- Pain when having sex
- infertility
- Complications during pregnancy and childbirth
- Emotional and mental health problems

### **Forced Marriage**

There is a clear difference between 'forced marriage' and 'arranged marriage'. Arranged marriages have worked well in society for many years. An arranged marriage is when families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

A forced marriage is when one or both parties do not consent to the marriage, and people are forced into marriage against their will. Forced marriage is an abuse of human rights. Both physical and emotional abuse may be used to coerce people into the marriage.

In law both parties to a marriage must validly consent to the marriage, the minimum age a person is able to consent to a marriage is 16. A Force Marriage Protection Order can be obtained from a Family Court in order to protect victim, both adults and children from a potential forced marriage or people who are already in a forced marriage.

Potential warning signs or indicators that a child is at risk of Forced Marriage

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

St. Peter's acknowledges that persistent absence from school or requests for leave of absence can be an indicator of a potential safeguarding risk. The issues surrounding Forced Marriage link directly to the school attendance policy; any absences from school will be followed up in accordance with this policy. This is to ensure that we make every effort to know a child's whereabouts and make sure they are safe to the best of our ability.

What to do if you have a concern regarding Forced Marriage?

Forced Marriage is an offence and if this is happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child or young person is being forced to marry then you must share your concerns with the Designated Senior Lead (DSL) who will make appropriate contact with Children's Social Care or the Police.

The Forced Marriage unit can be contacted for advice and help in making the referral. Telephone **020 70080151**

## **Radicalisation and Extremism**

Radicalisation refers to the process by which a person comes to support terrorism and/or extremism leading to terrorism.

Extremism is defined by the Government in the **Prevent Strategy (2010)** as:

Vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK

Indicators of vulnerability include:

- Identity crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal crisis – the pupil may be experiencing family tensions, a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship groups and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting a pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/ reintegration
- Special Educational Needs – the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motives of others

(This is not an exhaustive list, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism).

St. Peter's work reflects the government **PREVENT** strategy (July 2015) in their approach to radicalisation and extremism. Staff are required to read elements of the prevent strategy relating to school and education. Any concerns regarding radicalisation or extremism in children and young people should be passed onto the school's single point of contact or SPOC.

The SPOC will then refer on to the local PREVENT officer, Children's Social Care and/or the Police.  
The PREVENT single point of contact (SPOC) in school is the Designated Senior Lead (**Mrs Colley**)  
The PREVENT officer for St. Helens is **John Danher. Tel 0151 777 8383.**

## **Child Sexual Exploitation**

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/ mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

### Warning Signs and Symptoms of Child Sexual Exploitation

- Can be difficult to identify and can be mistaken for 'normal' teenage behaviour
- Be involved in abusive relationships
- Hang out with groups of older people, anti-social groups or with other vulnerable peers
- Associates with other young people involved in sexual exploitation
- Get involved in gangs, gang fights, gang memberships
- Have older boyfriends or girlfriends
- Spend time at places of concern such as hotels or known brothels
- Not know where they are because they have been moved around the country
- Go missing from home, care or education
- Have expensive items such as mobile phones that they can't or won't explain.
- Be very secretive about what they are doing online
- Have access to drugs or alcohol.

### How do we manage suspected cases of Child Sexual Exploitation?

St. Peter's will respond to suspected cases of Child Sexual Exploitation in relation to St. Helens safeguarding procedures.

St. Helens Safeguarding Children's Board has its own subgroup dedicated to CSE known as Multi Agency Child Sexual Exploitation group (MACSE)

If a child or young person is at risk or suspected of being sexually exploited, concerns should be passed on to the Designated Senior Lead (**Mrs Colley**) immediately. That child or young person will then be referred onto the Police and contact may also be made with Children's Social Care.

Referral forms can be found on St. Helens Safeguarding Children's Board website within the Merseyside Multi Agency Protocol Child Sexual Exploitation or a copy can be requested from the Designated Senior Lead within School.

## **Child on child sexual violence and sexual harassment**

At St Peter's we have an effective preventative education programme with a whole school approach that prepares children for life in modern Britain. We have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. The

curriculum has been developed according to the appropriate age and stage of development. (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

We follow guidance in Part 5 of the Keeping Children Safe in Education 2018 on how we should respond to reports of child on child sexual violence and sexual harassment.

Further information can be found in the extra publication on sexual violence and harassment between children in schools and colleges - Sexual violence and sexual harassment between children in schools and colleges which covers:

- what sexual violence and sexual harassment is
- schools' and colleges' legal responsibilities
- a whole school or college approach to safeguarding and child protection
- how to respond to reports of sexual violence and sexual harassment.

## **Private Fostering**

Private Fostering is where a child under the age of 16 (or 18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. It is a private agreement between a parent and another adult.

A close relative includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). Private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family.

Examples of private fostering could include:

- Children or young people who are sent to this country for education or health care by their parents from overseas.
- Teenagers living with a friend's family because they do not get on with their own family.
- Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- Children staying with another family because there has been bereavement, serious illness or their parents have divorced or separated.
- A child from overseas staying with a host family while attending school or overseas students at boarding school who do not stay with a host family during the holidays.

Education and other professionals have a duty to notify the Local Authority and Children's social care when they believe there is a private fostering arrangement and they are not satisfied that the Local Authority has been or will be notified by the parent or carer.

Private Foster carers also have a responsibility to notify the Local Authority.

If a member of staff or any individual believes that a child is being privately fostered, they should contact

Children's Social Care or inform the Designate Senior Lead who will make the referral.

## Whistleblowing

If you're a professional with concerns over how child protection issues are being handled in our school or another organisation, you can talk to us anonymously too:

**NSPCC Whistleblowing helpline: 0800 028 0285**

The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.



## E-Safety

ICT in the 21st Century is an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, at St Peter's C.E. Primary School we need to build in the use of these technologies to arm our young people with the skills to access life-long learning and employment. E-safety involves pupils, staff, governors and parents making best use of technology, information, training and the E - safety policy has been created to maintain a safe online and ICT environment.

At St Peter's C.E. Primary School, we ensure children are taught about safeguarding including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum with PSHE and SRE.

**Please read this policy in conjunction with the E-safety policy**

*"As in any other area of life, children and young people are vulnerable and may expose themselves to danger - knowingly or unknowingly - when using the Internet and other digital technologies. Indeed, some young people may find themselves involved in activities which are inappropriate or possibly illegal.*

*"To ignore e-safety issues when implementing the requirements of Every Child Matters could ultimately lead to significant gaps in child protection policies, leaving children and young people vulnerable."*

*Safeguarding Children in a Digital World. BECTA 2006*

## Sexting Policy

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up"

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In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence
- Technology can be used by for bullying and other abusive behaviour
- Child on child sexual violence and sexual harassment.

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

## **Sexting**

The school recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2018. The full guidance is located at UKCCIS 2018 Guidance. This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

This policy forms part of our school's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent.

However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this, children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images, it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The school is therefore empowered to deal with the majority of these incidents without involving the police.

### **Handling Incidents**

The school may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff.

We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure that is on a child can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:
- Establish if there is immediate risk & what further information is needed, whether or not the imagery has been shared
- Consider facts about the children involved which could influence a risk assessment.
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage



An immediate referral to children's social care and/or the police should be made if at the initial stage:

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then the school will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the DSL and others as appropriate and will be recording.

**Named staff/personnel with designated responsibility for Safeguarding Academic Year: 2018/19**

**Head teacher:** Mr Robinson      **Deputy Head teacher:** Mrs Colley  
**SENCo:** Mrs Vinyard      **Assistant Head teacher:** Mr Foster  
**Nominated Safeguarding Governor:** Mrs Hutton

**Review dates for this Policy**

Review Date	Changes made	By whom
December 2018	Inclusion - reference made to child on child sexual violence and sexual harassment. Inclusion - emphasis placed on acting on a concern immediately. Reference made to staff induction Sexting Whistleblowing E-safety Managing Peer on Peer allegations Keeping Children Safe in Education 2018 Working to Safeguard Children 2018 Change in Designated Safeguarding Lead	Mr Robinson