

# Child Protection and Safeguarding Policy

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5.0	01.09.21	S.Laing	Updated against KCSIE 2021 Additional policies to read in conjunction – page 8 Peer on Peer – page 12. Sharing nudes and semi nudes – previously sexting – page 13 Serious violence indicators – page 13 New definition of domestic violence. Pages 15/16 Child Abuse Linked to Faith or Belief (CALFB): page 16 Private fostering – page 18 Duel Registration – page 19 Low level concerns about staff – page 22/23 Appendix A – specific Peer on Peer guidance for BMAT staff.

**Schools,**  
**teachers and**  
**pupils freed**  
**to succeed.**

# Safeguarding Policy– Summary of Key Points

The aim of this summary is to help identify the key points within this policy, along with any significant changes to BMAT's approach to the procedures it governs.

Please also take time to read the full policy, as this summary does NOT provide a complete picture of the entire policy contents.

## Executive Summary

- This is a statutory policy outlining our safeguarding commitment to the BMAT pupils and support to our staff.
- All staff and visitors are to follow this policy.
- This policy relates directly to Keeping Children Safe in Education (KCSIE21) and Safer Working Practices in Educational Settings.

## Key Changes from Previous Versions of this Policy

Topic or Reference	Change to be noted
Photo/video permission	Photo and video consent for trips and visits will be requested as required.
Mobile Phone use	Specific areas where phones must not be used.
Recording Teams session	Gaining parental consent, before recording Teams sessions with pupils.
Peer on Peer	Updated against KCSIE 2021 – Part 1.
Forms of abuse	Sharing nudes / serious violence / domestic violence.
Faith abuse	Child Abuse Linked to Faith or Belief (CALFB):
Low level concerns about staff / adults	Updated against KCSIE 2021 Part 4 Section two – Low level concerns. Use of Lilac forms to report concerns about adults.
Private fostering	Identification, responsibility and guidance
Duel registration	Key for alternative provision in BMAT.
Appendix A	New addition of Peer on Peer specific guidance for staff.

## Important Points to Note about this Policy

Topic or Reference	Points to Note
KCSIE21	This is referred to throughout the document. It can and should be referred to for further detail and clarification on any point in the policy if needed.
<b>Procedures.</b> Making a referral	All staff and visitors have a duty to safeguard and refer a safeguarding concern on the day of that concern and without delay to a DSL via Safeguard
FGM	All staff must report a suspected case to the police themselves and alert the DSL in the school.
Behavior and indicators	Staff should refer to these to help them identify the potential reason for their concern
CME (Child Missing in Education)	Staff must refer to the Attendance policy and CME protocol in place for the Trust.
Training	DSL must have training every 2 years at level three All adults must have refresher level 2 training annually.
Policies to also be referred to with this policy	Staff code of conduct Whistle blowing Allegations against staff Attendance policy Behavior policy Positive handling and restraint policy

# Context

This policy explains the Trust's underlying approach to Safeguarding and Child Protection. It also outlines the key aspects of the Trust 's related processes.

This policy should be read in conjunction with BMAT's other policies, as set out section 2, below.

We are committed to the promotion of community cohesion in our Trust, local, national and global levels, comparing our Academy Trust community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

In accordance with the values of BMAT we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the Academy community.

We will assess and analyse our current Academy practices and implement all necessary resulting actions to ensure pupils are not discriminated against because of their:

- Age
- Disability
- Gender Reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and Civil Partnership
- Pregnancy or maternity

These 'Protected characteristics' have been set out in law in the Equality Act 2010.

BMAT is committed to eliminating practices, which could result in unfair or less favourable treatment for persons with a protected characteristic.

## Key definitions used in this policy

<b>The Trust</b>	BMAT
<b>The Board/Directors/Trust Board</b>	The Board of Directors of BMAT

BMA	Burnt Mill Academy
CS	Cooks Spinney Primary Academy and Nursery
ESJ	Epping St John's
FHS	Forest Hall School
FW	Freshwaters Primary Academy and Nursery
LP	Little Parndon Primary Academy
MC	Magna Carta Primary Academy
RDA	Royal Docks Academy
RY	Roydon Primary Academy
SFG	Sir Frederick Gibberd
STEM	BMAT STEM
MHA	Mark Hall Academy

Each BMAT school is legally defined as an Academy, regardless of whether the term 'school' is used to describe it in the policy.

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## 1. Introduction

Schools and their staff form part of the wider safeguarding system for children. 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 childcentred. This means that they should consider, at all times, what is in the **best interests** of the child.

*(Keeping Children Safe in Education – DfE, 2020)*

### COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

The department has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

## 2. Guiding principles and Scope

Child protection and safeguarding is paramount at all BMAT schools. Our mission is to work together to smash through the barriers that prevent our children from becoming confident, high achieving and independent individuals. These barriers cannot be overcome without ensuring the safety of all pupils in our care. BMAT's vision is of a community of schools which provide an outstanding education for every individual attending a Trust school. BMAT schools will be places of aspiration, where individuals matter and confidence flourishes so that achievement for all is outstanding.

Our core values of: Self Help, Self-Responsibility, Democracy, Equality, Equity and Solidarity underpin our Trust, drive our policy making and inform our unshakeable belief in the intrinsic worth of every individual within our community. Our students will be inspired to achieve excellence in all their endeavours within an innovative, creative and supportive environment.

This school is committed to working in partnership with parents/carers to secure the success of this policy. The Academy Trust commits to providing and following outstanding practices and procedures to safeguard the well-being of all children and young people in the Trust.

### Scope

The school will ensure that the contents of this policy are communicated to all staff. All parents/carers accept this policy when their children join the school.

This policy is published on the school website. It is also posted on the Trust's own, separate website.

Failure to follow any of the procedures outlined below and act upon any information could mean a child's life is in danger.

**BMAT is committed to early help, safeguarding and child protection in order to promote the welfare of all its pupils. It is committed to upholding the principles of the EYFS. The Trustees expect all Trust staff and volunteers to share this commitment. Trust staff must demonstrate their understanding of how each individual adult working on behalf of the Trust has an active part to play in identifying a child or young person's concerns early - to prevent needs escalating and to protect those at risk of harm.**

This Child Protection policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2021)
- the school Behaviour policy;
- the school whistle blowing policy
- the school acceptable use of technology policy
- the school Staff Behaviour policy (sometimes called Staff Code of Conduct);
- the safeguarding response to children missing from education
- the role of the designated safeguarding lead (Annex B of KCSIE)

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

### **3. Statutory framework**

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

In Essex BMAT schools, the development of appropriate procedures and the monitoring of good practice are the responsibilities of the [Essex Safeguarding Children Board](http://www.escb.co.uk) (ESCB). In Essex, all professionals must work in accordance with the <http://www.escb.co.uk/media/2077/set-procedures-oct2019.pdf>

In London BMAT schools, the development of appropriate procedures and the monitoring of good practice are the responsibilities of the Newham Local Safeguarding Children Board. In London, our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures, produced by the London Safeguarding Children Board. Those procedures are available from <http://www.londoncp.co.uk/>.

Our school also works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

[Keeping Children Safe in Education \(DfE, 2020\)](#)

[https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting\\_documents/KCSIE%202020%20%20draft%20guidance.pdf](https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-2020/supporting_documents/KCSIE%202020%20%20draft%20guidance.pdf)

[Working Together \(HMG, 2018\)](#)

Education Act (2002)

[Effective Support for Children and Families in Essex](#) (ESCB, 2017)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Children and Social Work Act (2017)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

[Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)

[Data Protection Act \(2018\)](#)

[What to do if you're worried a child is being abused](#) (HMG, 2015)

[Searching, screening and confiscation](#) (DfE, 2018)

Children Act (1989)

Children Act (2004)

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

[Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2018)

[Promoting positive emotional well-being and reducing the risk of suicide \(ESCB, 2018\)](#)

[Keeping pupils and staff safe – management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour \(ESCB, 2018\)](#)

## 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

## 5. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

### **The Board of Directors / Local Governing Board (LGB)**

All Directors and LGB Members must be clear about their responsibility in providing a caring and safe environment for all pupils to learn. Every LGB has a designated safeguarding link.

All Directors/LGB Members will receive training annually in addition to regular updates throughout the year.

The Board will review and approve this policy. The LGBs will review the policy and hold the Head of School/Head teacher to account for its implementation.

The Local Advisory Board will appoint a safeguarding link to monitor the effectiveness of this policy in conjunction with the full board. (also named on the front cover). This will always be a different person from the DSL.

The Chair of the LGB will act as the 'case manager' in the event that an allegation of abuse is made against the Head of School, where appropriate.

The LGB member for safeguarding arrangements is named on the front cover of this document. This governor takes leadership responsibility for safeguarding arrangements in our school. The governing body ensures there is a named designated safeguarding lead and at least one deputy safeguarding lead in place.

The LGB ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The LGB ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The LGB ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The LGB and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

### **The Designated Safeguarding Lead (and Deputy)**

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

### **The Headteacher**

The Headteacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

### **All school staff**

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with the designated safeguarding lead (or deputy) – they do not assume that others have taken action.

## **6. IT**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Our school is doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system, with appropriate filters and monitoring systems in place.

**The Early Years Foundation Stage (EYFS)** places clear duties on the school to keep children of this age safe and promote their welfare. Children at this stage their education are arguably the most vulnerable and impressionable. Therefore, the school will be alert to any safeguarding and child protection issues in the child's life at home or elsewhere. As an early years provider we will take action to protect children from harm and will be alert to harmful behaviour by other adults in the child's life.

At BMAT schools pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

## **7. Types of abuse / specific safeguarding issues**

Keeping Children Safe in Education (DfE, 2020) defines abuse as the maltreatment of a child.

*“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children”*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

### **Peer on peer abuse**

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

There is a zero-tolerance approach to abuse in BMAT, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that it is more likely that girls will be victims and boys' perpetrators, but that all peer on peer abuse is unacceptable and will be taken seriously and offered appropriate support.

(Please see Appendix 1 – Guidance for all staff) [LINK](#) to the Peer on Peer flowchart guidance for DSLs on SharePoint.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'sexting', upskirting or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse (see the school's Anti-bullying policy).

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported

- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. Behaviour, Anti-Bullying and Exclusion Policies).

Sharing nudes and semi-nudes (previously known as 'sexting')

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

### **Serious Violence**

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with 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 wellbeing, 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 and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

### **Children with special educational needs and disabilities**

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

### **Children missing from education**

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need to.

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more. (See BMAT CME protocol)

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm. (see the school's Attendance policy).

### **Child criminal exploitation**

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal 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.

### **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

*"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".*

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate. This [one page process map](#) sets out arrangements for CSE in Essex.

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.

### **Domestic abuse**

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

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

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

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

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

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority 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. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. (KCSIE21)

## Child Abuse Linked to Faith or Belief (CALFB):

Belief in concepts of:

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs),
- the evil eye or djinns (traditionally known in some Islamic faith contexts) and
- dakini (in the Hindu context);
- ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies;
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list

### Health implications of Abuse linked to faith or belief

**Physical:** This can involve beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes.

**Emotional:** Emotional abuse can occur in the form of isolation. A child may not be allowed near or to share a room with family members, and threatened with abandonment. The child may also be persuaded that they are possessed. The act of telling a child that they are possessed by an evil spirit or told that they are a witch can be emotionally abusive.

**Neglect:** In situations of neglect, the child's family and community may have failed to ensure appropriate medical care, supervision, education, good hygiene, nourishment, clothing or warmth.

**Sexual:** Children who have been singled out in this way can be particularly vulnerable to sexual abusers within the family, community or faith organisation. These people exploit the belief as a form of control or threat. Children could also be subject to practices through the deliverance process that are sexually abusive e.g. having to be bathed undress in the presence of others. Trafficked children from some countries have been known to be subjected to practices designed to control them. Some of these practices involve using their pubic hair and undergarments in rituals.

### Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

Mandatory reporting of female genital mutilation: procedural information

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

## Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

<https://www.gov.uk/guidance/forced-marriage>

## Preventing radicalisation

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

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our school works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate.

## 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 in a number of locations including schools, further and higher educational institutions, 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), when the victim may have been trafficked for the purpose of transporting drugs.

### 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.

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.

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 be involved in trafficking, child sexual exploitation or modern-day slavery.

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.

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.

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

## 8. Procedures

Our school works with key local partners to promote the welfare of children and protect them from harm.

This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a 'child in need' or a 'child protection' plan).

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2019)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2019)

- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- <http://www.londoncp.co.uk/>. London Children Safeguarding board
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school will refer any concerns to the designated safeguarding lead or deputy designated safeguarding lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Newham schools, <http://www.newham.gov.uk/MASH>

Less urgent concerns or requests for support will be referred to the Children and Families Hub via the [Essex Effective Support](#) portal. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for reconsideration of the case with the designated safeguarding lead.

If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the designated safeguarding lead (and deputy) and how to share concerns with them; new staff via the online 'Safeguard' system and the lilac referral form for volunteers and visitors.

#### Duel Registration

Pupils who are on a **duel registration**, or in the process of a managed move, will be registered on 'Safeguard' at both educational establishments. Purple forms can be used in the interim. DSLs from both settings should be in regular contact with each other, to communicate and record any issues.

## 9. Use of mobile phones & cameras

The school will ensure:

- Mobile phones **must not** be brought into the EYFS area. Any mobile technology that is being used to record information about the pupils progress will be taken on school equipment.
- Parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications). This will happen annually at the start of each year.
- Photo and video consent for trips and visits will be requested as required.
- Parental consent must be confirmed before any 'Teams' recordings are made.
- Children will be appropriately dressed in all images.
- Images taken will not be emailed or posted on social media as it may not be secure.
- Parents and carers do not take photographs of the children unless prior consent has been obtained for example for a special event, such as a school play.

- If photographs or videos of children are to be taken in school, Trust equipment will be used and is in line with the annual agreement letter sent home to parents/carers
- All equipment used is open to scrutiny.
- Mobile phones are switched off and stored safely and securely during the day and will only be used within the staff room, or designated secure office areas.
- Mobile phones must not be used in an around the communal areas in the Academy
- Mobile phones must be stored before viewing any early years areas

## 10. Training

The designated safeguarding lead (and deputy) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training, including online learning provision, which is regularly updated and in line with advice from the Essex and London's Safeguarding Children Boards. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate.

In addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. (KCSIE21)

The school operates safer recruitment practices and the HR admin leads, Heads of School/Head Teachers have undertaken Safer Recruitment training.

## 11. Teaching

Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education will be taught from September 2020.

## 12. Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

## 13. Records and information sharing

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places

duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, by logging onto the Trust wide 'Safeguard' programme, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. An email alert will then be sent to the designated safeguarding lead and deputies, who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept electronically in an individual child protection file for that child on 'safeguard'. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

Personal information can be stored and shared for safeguarding purposes and will be treated as 'special category data.' We understand that 'safeguarding of children and individuals at risk' is a processing condition that allows us to share special category personal data. This includes allowing DSL's to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent. (KCSIE21)

Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded/hand delivered to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where appropriate, the designated safeguarding lead may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives. Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

## 14. Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk

of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

## 15. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Behaviour Policy / Code of Conduct. The school works in accordance with statutory guidance and the SET procedures (ESCB, 2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children, including supply teachers - KCSIE21). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.

SET procedures (ESCB, 2019) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

This guidance will be followed where there are any allegations that an adult working with our pupils has met the harms test in any of the following way:

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

**A low-level** concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

All concerns about staff, visitors, supply or contractors, whether low level, or more serious, should be reported to the Headteacher. Where the concern involves the Headteacher, it should be reported directly to the Chair of Governors. For these concerns, BMAT staff will use the lilac forms.

## 16. Promoting positive mental health and resilience in school

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

All staff are 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. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing> Its resources include social media, forming positive relationships, smoking and alcohol.

Rise Above - links to materials and lesson plans

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

## 17. Use of reasonable force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force (*see section 2*) and recognises that where intervention is required, it should always be considered in a safeguarding context.

## 18. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## Appendix A - Peer on Peer abuse - Guidance for all BMAT staff

### Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm – through use of language, treatment, or controlling behaviours
- on and offline bullying
- teenage relationship abuse – this could be the sharing of photos
- Peer on peer abuse can include grooming children for sexual and criminal exploitation.

**What you need to do** - Make sure that you are looking out for peer on peer abuse. There might not always be a disclosure.

**Hot Spots** – All staff should be aware of potential hot spots in the school– under stairs- corridors-toilets-backs of classrooms-places hard to monitor on the playground. Staff on duty, MUST be vigilant, be positioned in a place where they have a good view of their area and stay present, not distracted by other colleagues or extended conversations with pupils.

**Challenging the behaviour, language and culture in the school** All derogatory comments should be challenged immediately and reasons for this challenged and explained clearly: 'Bird' 'That's gay!' 'It's just banter' 'Boys being boys' 'Teenage behaviour' All derogatory touching should be challenged immediately and reasons for this challenged and explained clearly: bra pinging, bottom slapping, touching, brushing up next to someone, up-skirting

### **Taking a disclosure / making a safeguard referral**

1. Allow pupils the time to share concerns.
2. Be mindful that the content of your referral must be clear, factual and use pupil initials.  
*This could contribute to evidence in a court.*
3. Never dismiss behaviour as banter, boys being boys etc... Every child has the right to feel safe and secure in school. It is our duty to ensure this is the case!
4. As with all safeguarding concerns, log all incidents onto **Safeguard/MyConcern** with the time and location of where the incident happened. Safeguarding teams can then address the concern appropriately and identify any hot spots within the school premises.
5. Challenge behaviour and language. Remember the best way to tackle peer on peer abuse is to have a whole school approach of zero tolerance. All adults must respond consistently.
6. If you ignore it, you condone it.
7. Educate. Healthy relationship education should run throughout the curriculum. During the school day there are many opportunities in which we can educate pupils on what respect, consent and healthy relationships are.
8. Taking a disclosure – no disclosure is too small, or should be dismissed.
9. Be mindful about how the pupil is taken to talk about the incident and where – removal from class in front of peers can be very obvious and cause distress to the pupil, plus start rumours.
10. Who, what, where? avoiding why? Why can infer blame, particularly if talking about sending sexualised images.
11. Be mindful of how social media can be used to shame and control behaviours.
12. Selecting the correct category – you can tick two boxes. IE – Peer on Peer first, then choose Sexual Abuse, or Harmful Sexual Behaviour, Physical, Online ect.
13. Ensure the behaviour policy is also used to support any necessary sanction, involving and alerting the appropriate senior leader.