



## **St Thérèse of Lisieux Catholic Multi Academy Trust**

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

**September 2020**

<b>Audience:</b>	<b>All CMAT Academies</b>
<b>Approved:</b>	<b>23/09/2020 CLCS Committee</b>
<b>Other related policies:</b>	<b>Safeguarding Statement</b>
<b>Policy Owner:</b>	<b>Louise Wilson – Chief Executive Officer</b>
<b>Policy Model:</b>	<b>Compliance – all CMAT academies use this policy</b>
<b>Trust Board Safeguarding Governor:</b>	<b>Linda Heaver</b>
<b>Trust Safeguarding Lead:</b>	<b>Robert della-Spina</b>
<b>Trust Deputy Safeguarding Lead:</b>	<b>Matt Turton</b>
<b>Review:</b>	<b>Annually</b>
<b>Version Number:</b>	<b>1.0 (September 2020)</b>



## Contents

1. Trust Mission Statement .....	5
2. Safeguarding Statement.....	5
3. Introduction.....	6
4. COVID-19.....	6
5. Policy Aims .....	7
6. Definitions.....	8
7. Policy Principles .....	8
8. Values Supporting Children .....	8
9. Prevention/Protection.....	9
10. Trust Commitments.....	9
11. Roles and Responsibilities; Responsibilities of Governing bodies, proprietors and management committees (KCSIE Sept 2020 Part two) .....	11
12. The Headteacher in each school will ensure that;.....	13
13. The Designated Safeguarding Lead; (KCSIE Sept 2020 Annex C) .....	14
14. All School Staff.....	16
15. Confidentiality and Information Sharing.....	16
16. Child Protection Procedures .....	17
17. If staff are concerned about a child’s welfare.....	18
18. If a pupil discloses to a member of St Thérèse of Lisieux CMAT staff.....	18
19. Notifying Parents .....	19
20. Making a referral .....	19
21. Child in Need (Section 17).....	20
22. Child Protection (Section 47).....	20
23. Staff Well-being .....	21
24. Children who are particularly vulnerable.....	21
25. Recognising signs of child abuse .....	22
A. Categories of Abuse:.....	22
B. Risk Indicators .....	22
C. Recognising Physical Abuse .....	23
D. Bruising.....	23
E. Bite Marks.....	23
F. Burns and Scalds.....	23
G. Fractures .....	24
H. Scars .....	24
26. Recognising Emotional Abuse .....	24
27. Recognising Signs of Sexual Abuse.....	24
28. Recognising Neglect .....	25
29. Relationships (Health) and (Sex) Education.....	25



30. Racist Incidents.....	25
31. Adverse Childhood Experiences (ACEs) & Mental Health.....	25
32. Disguised Compliance.....	27
32. Protecting Yourself against Allegations of Abuse.....	27
33. Allegations against staff, including Supply teachers, volunteers and contractors (KCSIE Sept 2020: Part Four) .....	28
34. Whistle-blowing .....	29
35. Recruitment, Supervision and Training for Staff.....	29
36. Physical Intervention .....	29
37. Mobile Phones and Cameras in School .....	30
38. Transporting Pupils Guidance .....	30
39. Education Visits: .....	31
Appendix A: Aspects of Safeguarding .....	32
Anti-Bullying/Cyberbullying.....	32
Breast Ironing.....	32
Child Abduction and community Safety incidents.....	32
Children and the court system (KCSIE Sept 2020) .....	33
Children missing from education .....	33
Children with family members in prison (KCSIE Sept 2020) .....	33
Child Criminal Exploitation (CCE KCSIE Sept2020):.....	33
Child Sexual Exploitation (CSE KCSIE Sept 2020).....	34
County lines (KCSIE Sept 2020).....	34
Contextual Safeguarding:.....	35
Domestic Violence/Abuse (KCSIE Sept 2020).....	36
Drug and Substance Misuse:.....	37
Fabricated or induced illness:.....	37
Female Genital Mutilation (FGM).....	38
Forced Marriage .....	39
Gender based abuse/abuse against women and girls (VAWG) including so-called: Honour-Based Abuse .....	40
Homelessness (KCSIE Sept 2020).....	40
Looked After Children (LAC).....	41
Mental Health and Well Being (KCSIE Sept 2020):.....	41
Online Safety (KCSIE Annex C Sept 2020): .....	42
Education at Home .....	44
Peer on Peer Abuse.....	44
Private Fostering Arrangements.....	45
Providing First Aid .....	46
Employers' legal duties: .....	46
Early Years:.....	46



Preventing Radicalisation and Extremism.....	46
Channel.....	48
Sexual Violence and Harassment:.....	48
Youth produced sexual imagery (sexting).....	51
Teenage Relationship Abuse:.....	52
Upskirting:.....	53
<b>Appendix B: EXAMPLE FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD</b> .....	55
Appendix C: Further advice on child protection is available from: .....	56



## 1. Trust Mission Statement

At St Thérèse of Lisieux Catholic Multi- Academy Trust we are constantly refining and improving the way we support, challenge and improve our schools.

Our academy improvement strategy sets the tone for how the St Thérèse of Lisieux Catholic Multi Academy Trust will work with its academies individually and/or collectively. The principles of our school improvement strategy transcend academy type and phase of education and are compatible with any and all settings.

**The St Thérèse of Lisieux Catholic Multi Academy Trust is the face of Christ for its whole community through our vision, mission and goals.**

**Our vision:** A communion of high achieving Catholic schools where every person meets Jesus and grows uniquely in God's love.

**Our mission:** We will work together in faith to achieve great action through little gestures in service of every young person to ensure they fulfil their unique, God-given potential.

## 2. Safeguarding Statement

- The St Thérèse of Lisieux Catholic Multi Academy Trust (STL CMAT) (the Trust) has a duty of care to protect children from abuse and exploitation and to share any concerns about an individual child's welfare with the appropriate safeguarding partners.
- All members of the Trust maintain an attitude of 'it could happen here' where safeguarding is concerned.
- The Trust sustains safeguarding and child protection as a priority through the strategic coordination of policy and practice under the leadership of Designated Safeguarding Leads at each level of Trust and in partnership with each academy's LGB.

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a Trust we are committed to safeguarding and promoting the welfare of all of our pupils and staff<sup>1</sup>.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the Trust. As such, this overarching policy will link to other policies which will provide more information and greater detail.

---

<sup>1</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc., and governors.



### 3. Introduction

In England, people working with children are expected to report concerns about a child's welfare to the relevant agencies. Keeping Children Safe in Education is statutory guidance from the Department of Education and schools must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This guidance should be read alongside the following:

- [‘Working together to Safeguard Children’](#) (Department for Education, updated Sept 2019)<sup>2</sup>. This states: everyone who works with children has a responsibility for keeping them safe everyone who comes into contact with children and families has a role to play in sharing information and identifying concerns. In addition,
- [Section 11 of the Children Act 2004](#)<sup>3</sup> places a statutory duty on certain agencies to co-operate to safeguard and promote the welfare of children. This includes:
  - local authorities,
  - NHS services and trusts,
  - police,
  - probation services young offender's institutions.

People who work in these agencies and who do not report suspected cases of abuse or neglect may be subject to disciplinary proceedings but do not currently face criminal penalties.

- Departmental advice ‘What to do if you are Worried a Child is Being Abused - Advice for Practitioners;’
- Departmental advice COVID-19: safeguarding in schools, colleges and other providers.

**Mandatory reporting:** It is mandatory for all regulated health and social care professionals and teachers in England to report 'known cases' of Female Genital Mutilation (FGM) in under 18s to the police (Home Office, 2016).

This guidance also reflects [‘Keeping Children Safe in Education’ September 2020](#)<sup>4</sup>.

**Each Academy will create its Safeguarding policy using the model policy from their Local Authority, to ensure a clear local context.**

St Thérèse of Lisieux CMAT takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within the school to identify, assess, and support those children who are suffering harm.

### 4. COVID-19

Whilst acknowledging the pressure that schools and colleges have been under following the government ‘Lockdown’ due to COVID-19 in March 2020, it remains essential that schools continue to be safe places for children as more children are welcomed back to school and college<sup>5</sup>.

The way schools and colleges are operating in response to coronavirus continues to be different to business as usual. However, as more children return, a number of important safeguarding principles remain the same:

- the best interests of children must always continue to come first

---

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

<sup>3</sup> [https://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga\\_20040031\\_en.pdf](https://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf)

<sup>4</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912592/Keeping\\_children\\_safe\\_in\\_education\\_Sep\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)

<sup>5</sup> <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>



- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to
- children
- children should continue to be protected when they are online.
- all staff must be made aware of the school risk assessment and individual pupil risk assessments where appropriate.
- visitors must follow any new procedures as set out in the schools Risk Assessment document.

St Thérèse of Lisieux CMAT acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. All St Therese of Lisieux Trust schools will work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

St Thérèse of Lisieux CMAT also recognises that there will be students not experiencing any of the above challenges and they will be keen and ready to return to school.

## 5. Policy Aims

- To demonstrate St Thérèse of Lisieux CMAT commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within St Thérèse of Lisieux CMAT who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)<sup>6</sup>, and a single central record is kept for audit.
- To support staff in their roles and to ensure that all staff are aware of the Whistleblowing policy of the Trust.

---

<sup>6</sup> Guidance regarding DBS checks found in the Protection of Freedoms Act 2012, <https://www.legislation.gov.uk/ukpga/2012/9/contents/enacted>



## 6. Definitions

A child is anyone who has not yet reached his/her 18th birthday or in the case of a child with special educational needs or a disability under the age of 25.

Child abuse is any action by another person - adult or child - tending to cause significant harm to a child. It can be physical, sexual or emotional. An abused and/or exploited child has suffered, or is suffering, from physical injury, sexual abuse/exploitation, emotional abuse/exploitation or neglect or is at risk of harm.

There are five main elements to the Trust Safeguarding and Child Protection Policy:

- Prevention (e.g. positive, supportive academy atmosphere, teaching and pastoral support to pupils, safer recruitment procedures) in order to develop a culture of vigilance;
- Safeguarding (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- Working closely with Local Authority Safeguarding Partners and external agencies
- Provide support (to pupils and academy staff and to children who may have additional needs and who have experienced abuse or neglect);
- Working with parents (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff, members of the LGB, visitors or volunteers to any Trust academy, including all Early Years Foundation Stage settings, or other Trust premises. We recognise that child protection is the responsibility of all staff. We ensure that all parents and other working partners are aware of our child protection policy by making it available publicly, for example, on academy websites, displaying appropriate information in reception areas of academies and by raising awareness at meetings with parents.

## 7. Policy Principles

- The welfare of the child is paramount.
- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff, supply staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support.

## 8. Values Supporting Children

- St Thérèse of Lisieux CMAT recognise that a child who is abused or witness's violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- St Thérèse of Lisieux CMAT recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- St Thérèse of Lisieux CMAT accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- St Thérèse of Lisieux CMAT schools will support all children by:
  - Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.



- Promoting a caring, safe and positive environment within the school.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Offering details of helplines, counselling or other avenues of external support.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Children are taught to understand and manage risk through our person, social, health and economic (PHSE) education, Relationship and Sex Education, the broad and balanced curriculum and through all aspects of school life. This includes online safety.

## 9. Prevention/Protection

- St Thérèse of Lisieux CMAT recognise that the schools play a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection
- The St Thérèse of Lisieux CMAT school community will therefore:
  - Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
  - Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
  - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
  - Include safeguarding across the curriculum, including PSE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
  - Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## 10. Trust Commitments

In accordance with the Statutory Guidance “Keeping Children Safe in Education” – September, 2020 the Trust will ensure that:

Each academy adopts **their Local Authority safeguarding policy**, which will be reviewed at least annually, to ensure its effectiveness in safeguarding and promoting the welfare of all children educated within the Trust. All academy leaders with designated responsibility for safeguarding will add to the Local Authority policy further details specific to the academy as follows:

- The name of the LGB representative with designated responsibility for safeguarding.
- The name of the Trustee and the Trust management team representatives with designated responsibility for safeguarding.
- The names of the academy Designated Safeguarding Lead (DSL), who must be a member of the academy leadership team, the deputy designated safeguarding leads and cover arrangements to ensure qualified personnel are always on duty at the academy during term time and that there is adequate cover during the school holidays.
- The name of the practitioner designated to take lead responsibility for safeguarding children in the EYFS.



- Name the Local Authority.
- Locally agreed inter-agency procedures put in place by the Local Authority Safeguarding Partnerships, including local protocols for the early help process, making referrals to the Local Authority, statutory assessment and the Local Authority threshold document.
- The name of the Designated Officer (formerly the LADO); this might be a team of officers.
- Local children's social care provision.
- Local authority personal advisor for looked after children.
- Police contacts, such as those for Counter terrorism and FGM referrals.
- External agencies with which the academy has a working partnership, including those supporting pupils with challenging behaviour or special educational needs.
- Other safeguarding issues and matters of significance to the academy, including:
  - the policy for staff mobile phones and portable cameras, particularly in the EYFS
  - safeguarding provision for boarding pupils
  - arrangements for assessing and recording children's development in the EYFS, particularly when this involves posting images of children to an online portal such as Tapestry.
  - contextual safeguarding such as the local risks to children of being drawn into criminal and sexual exploitation or into terrorism.
- Academy procedures and systems including those for o referring concerns about children at risk and children in need,
  - referring allegations, including about those about a member of staff or a volunteer
  - statutory duties such as reporting FGM and CME
  - updating staff about safeguarding issues relevant to the academy with guidance about actions or procedures in response to these concerns
- internal reporting on bullying, attendance and physical intervention
- The designated teacher and arrangements for supporting previously looked after children and care leavers as well as looked after children.
- Sufficient contact details to make the policy workable
- Designated personnel with responsibility for health and safety and for educational trips and visits.

**St Thérèse of Lisieux Catholic Multi Academy Trust Executive Board will ensure that:**

- All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), and Keeping Children Safe in Education (2020) Part 1 and Annex A on induction
- All staff receive safeguarding and child protection training at induction in line with advice from the school's Local Authority Safeguarding Partnership. Which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
- All members of staff are trained in and receive regular updates in online safety and reporting concerns;
- All staff, Trust Executive and Local Governing body members, undertake the yearly 'Hays online training' and sign up to receive '**Andrew Hall's Monday Briefing**<sup>7</sup> and **NSPCC Casper weekly newsletter**<sup>8</sup> for regular child protection awareness information, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- All policies on Special Educational needs and disability and supporting pupils in schools with medical conditions are in place and are reflective of safeguarding as appropriate.
- The safeguarding policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the

<sup>7</sup> <https://www.safeguardingschools.co.uk/andrew-hall/>

<sup>8</sup> <https://learning.nspcc.org.uk/newsletter/casper>



school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding Policy and reference to it in the school's handbook.

- Where appropriate schools should hold more than one emergency contact number for each pupil; further information can be found in Schools Attendance Guidance<sup>9</sup>
- The school provides a coordinated offer of **Early Help** when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;
- The St Thérèse of Lisieux Health & Safety policy will seek to ensure the suitability of adults working with children on school sites at any time;
- Community users organising activities for children are aware of the school's Safeguarding Policy, guidelines and procedures which covers child protection;
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school entrance with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- On an annual basis, all staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education and will sign to say they have read and understood it. This applies to the Governing Body in relation to part 2 of the same guidance.

### **Early help (KCSIE 2020 paragraph 18)**

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child:

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

## **11. Roles and Responsibilities; Responsibilities of Governing bodies, proprietors and management committees (KCSIE Sept 2020 Part two)**

All members of St Thérèse of Lisieux Catholic Multi Academy Executive Board understand and fulfil their responsibilities, namely to ensure that;

- There is a Safeguarding policy together with a staff behaviour policy (code of conduct).
- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with the Local Authority Safeguarding statutory requirements, are reviewed annually and that the Safeguarding policy is publicly available on the school website or by other means;
- Ensures that all staff including temporary staff, supply staff and volunteers are provided with the school's
- Safeguarding and staff Behaviour policies;

<sup>9</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907535/School\\_attendance\\_guidance\\_for\\_2020\\_to\\_2021\\_academic\\_year.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf)



- All staff have read Keeping Children Safe in Education part 1 and Annex A and those mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- St Thérèse of Lisieux CMAT schools operate a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;
- St Thérèse of Lisieux CMAT schools have procedures for dealing with allegations of abuse against staff, including the headteacher, supply staff, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;
- A member of each Local Governing Body, usually the Chair, is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- A member of each Local Governing body will be nominated as a Safeguarding governor, they will;
  - undertake a yearly audit in the Advent term; there should then be a review of the audit in the Lent and Pentecost terms to follow up any issues from the Advent audit. These can be undertaken with the Head teacher, Deputy Head teacher or a Snr Designated Safeguarding Lead.
  - participate in three Trust Governor network meetings, which will take place termly. The Trust Safeguarding Director will be present at these meetings.
- The Lead Safeguarding Governor should not read through all the documents, reports and confidential records, but should check the school or academy has in place appropriate management and recording practices and processes to keep children safe.
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;
- On appointment, the DSL and deputy(ies) undertake interagency training and also undertake DSL "induction training" and attend DSL update training throughout the year;
- All other staff have safeguarding and Child Protection training, including online safety, at induction. Training should be regularly updated.
- At least one member of each Local Governing Body i.e. Chair and one other is to complete Safer Recruitment CPD through Hays Online Training Platform; CPD to be repeated annually.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through relationship and sex education (RSE);
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- As St Thérèse of Lisieux CMAT schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, each Local Governing Body and proprietors should ensure appropriate filters and appropriate monitoring systems are in place: see KCSIE Sept 2020 Annex C. Further guidance has been published by the UK Safer Internet Centre<sup>10</sup>
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors;
- Any weaknesses in Child Protection are remedied immediately.

<sup>10</sup> <https://www.saferinternet.org.uk/>



- St Thérèse of Lisieux CMAT will ensure the school keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- Monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile

## 12. The Headteacher in each school will ensure that;

- **The Trust Safeguarding Lead is notified of any referrals to their local authority children's social care.**
- The Safeguarding Policy and procedures are implemented by St Thérèse of Lisieux Catholic Multi Academy Trust and followed by all staff;
- Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- A single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed;
- That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- They liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- All school staff are provided with safeguarding training and are updated on any changes to safeguarding legislation and publications as they occur.
- DSLs in school attend regular DSL updates and training as they are made available by their Local Authority and by St Thérèse of Lisieux CMAT.
- A visitor's policy is in place that puts the safeguarding of pupils at the centre and is applied to all visitors
- irrespective of their status and the following checks are made as visitors arrive at the school:
  - all visitors to the school will be asked to bring formal identification with them at the time of their visit unless they are named as approved visitors/contractors;
  - once on site, all visitors must report to reception first; no visitor is permitted to enter the school via any other entrance under any circumstances.
  - at reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
  - all visitors will be asked to sign in which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration. Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor.
  - all visitors will be required to wear an identification badge (school policy applies here) – the badge must remain visible throughout their visit.
  - Contractors are responsible for their employees while they are on site. The Trust have an Approved Contactor List; only contractors on this list will be used by St Thérèse of Lisieux CMAT. The Contractor must share the enhanced DBS checks of their employees with the Head Teacher, at least one week in advance of arrival on site.



- Head teachers will notify the Trust Safeguarding Lead regarding any concerns they may have with DBS checks associated with visitors, including supply staff, and contractors.

### 13. The Designated Safeguarding Lead; (KCSIE Sept 2020 Annex C)

The Designated Safeguarding Lead (DSL) should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holders job description. The person should have appropriate status and authority within the school to carry out the duties of the post. They should be given time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take strategic discussions and inter-agency meetings, and/or support other staff to do so and to contribute to the assessment of children.

Any Deputy DSLs should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

During term time the Snr DSL and/or a Deputy DSL's should always be available (during school hours) for staff in the school or academy to discuss any safeguarding concerns. It is a matter for individual schools, academies and the respective Snr DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The DSL should help promote education by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

#### **The designated safeguarding lead is expected to:**

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff. (KCSIE 2020)

Manage Referrals – the DSL is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required. Refer to Child Centred Policing documents “When to Call the Police: Guidance for Schools and Colleges.”<sup>11</sup>

<sup>11</sup><https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>



### **Training;**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

In addition to the formal training set out in **KCSIE Annex B**, 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.

### **Raising Awareness**

The designated safeguarding lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

### **Transfer of Child's Child Protection, Child in Need, LAC or Confidential file:**

- Where children leave the school or academy, the setting should ensure that the child's confidential/child protection file is transferred to the new school or academy as soon as possible. The confidential file should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt of the file should be obtained. It would be good practice, wherever possible, for the file to be hand delivered to the Senior Designated Safeguarding Lead with a discussion taking place.
- When a child moves school/education provision that their child protection/confidential file is sent securely to their new educational setting when the child starts. (**KCSIE Sep 2020 p.g. 22 para 82 and act in accordance with the schools child protection policy**)
- CPOMs/My Concern/School Files have the facility to transfer files automatically once the pupil has moved from one school to another; this task is the responsibility of the DSL.
- A log is maintained to evidence when files have been transferred.
- A log of a discussions has been made between the DSL's to share important information about the child
- and agree the file transfer.



- Confirmation of signed receipt is held to confirm safe and secure transfer of files between schools/
- education provider's files for children subject to CP and CIN concerns.

Schools and academies should not keep a copy of any child protection or safeguarding records unless if there is any ongoing legal action or where DSL's or staff are involved in ongoing case work or providing evidence. All information must be transferred at the same time a child leaves or transfers to another school. If the school or academy does decide to keep a copy of the CP file or information, it must be clearly marked as a duplicate file, with a case record clarifying the reason for duplication and maintenance and be in accordance with the schools or academies retention policy and GDPR guidance.

## 14. All School Staff

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, record via the online CPOMs/My Concern/School Files system, sharing information with the DSL and taking prompt action.
- Only use the CPOMs/My Concern/School Files system from a personal login to a computer or via a mobile phone app, ensuring that any files downloaded from CPOMS are protected by the personal login to that computer/phone. Staff should ensure that all devices lock when not in use and are never left unattended. Staff must also be diligent in removing copies of files from the 'Downloads' location.
- Consider, at all times, what is in the best interests of the child;
- Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015)<sup>12</sup>;
- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care;
- Are aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help Cases.
- Will provide a good and safe educational environment where behaviour is well managed so that children can learn to the best of their ability.

## 15. Confidentiality and Information Sharing

- St Thérèse of Lisieux CMAT recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with 'Working Together to Safeguard Children' and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm; see DfE advice "**Information Sharing July 2018**<sup>13</sup>; **The General Data Protection Regulation (GDPR) and Data Protection Action 2018 pg 5**" "**Fears about sharing information should not be allowed to stand in the way of the need to promote the welfare and protect the safety of the child.**" **KCSIE Sept 2020 para. 85**
- St Thérèse of Lisieux CMAT will consider the implications (potential breach of Data protection and GDPR) of using unsecured communication channels, such as PMR Radios (walkie talkies), especially when discussing personal and sensitive safeguarding information.

<sup>12</sup> <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

<sup>13</sup> <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>



- Further details on information sharing can be found:
  - in Chapter one of Working Together to Safeguard Children<sup>14</sup>, which includes a myth-busting guide to information sharing;
  - at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers<sup>15</sup>. The seven golden rules for sharing information will be especially useful;
  - at The Information Commissioner's Office (ICO)<sup>16</sup>, which includes ICO GDPR FAQs and guidance from the department; and
  - in Data protection: toolkit for schools<sup>17</sup> - Guidance to support schools with data protection activity, including compliance with the GDPR
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, St Thérèse of Lisieux CMAT also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Head teacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- St Thérèse of Lisieux CMAT will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point.

## 16. Child Protection Procedures

- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendices A.
- Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".
- There are also a number of specific safeguarding concerns that we recognise our pupils may experience (Appendix A pg. 32);
  - bullying including cyberbullying
  - child missing from education
  - child missing from home or care
  - child sexual exploitation
  - Children with family members in prison
  - 'County Lines'
  - Criminal Exploitation of children
  - domestic abuse
  - drugs and substance misuse
  - On Line safety
  - fabricated or induced illness
  - faith abuse
  - female genital mutilation (FGM)
  - forced marriage
  - gangs and youth violence
  - gender-based violence/violence against women and girls (VAWG)

<sup>14</sup> <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<sup>15</sup> <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

<sup>16</sup> <https://ico.org.uk/for-organisations/business/>

<sup>17</sup> <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>



- Harassment and discrimination
  - Homelessness
  - Peer-on-peer abuse
  - private fostering
  - providing first aid
  - Racist abuse
  - Preventing radicalisation
  - Self-harm
  - Sexual violence and sexual harassment between children
  - youth produced sexual imagery (sexting)
  - teenage relationship abuse
  - trafficking
- St Thérèse of Lisieux CMAT Staff are aware that behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.
  - St Thérèse of Lisieux CMAT also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

## 17. If staff are concerned about a child's welfare

- If St Thérèse of Lisieux CMAT staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on CPOMS/My Concern/School Files which will alert the DSL. Staff may also discuss their concerns in person with the DSL but the details of the concern should be recorded in writing as soon as possible on CPOMS/My Concern/School Files. CPOMS/My Concern/School Files will send an alert to the DSL who will follow up the concern immediately; in addition to this the member of staff logging the concern must alert the DSL verbally that they have logged a concern as soon as they have done so.
- There will be occasions when St Thérèse of Lisieux CMAT staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- St Thérèse of Lisieux CMAT recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances St Thérèse of Lisieux CMAT staff will try to give the child the opportunity to talk and immediately follow up by entering the concern onto CPOMS/My Concern/School Files and altering the DSL.
- If the pupil does begin to reveal that they are being harmed, St Thérèse of Lisieux CMAT staff should follow the advice below regarding a pupil making a disclosure
- It is also important to note that while all children should be protected, some groups of children are potentially at greater risk of harm and in some cases may find it particularly difficult to communicate this.
- Where children are educated off-site i.e. in Alternative Provision, the school should ensure that the provider is registered. There is a Trust Protocol in place for Alternative Provision. Schools should add any off-site providers to their SCR including home tutors.

## 18. If a pupil discloses to a member of St Thérèse of Lisieux CMAT staff

- St Thérèse of Lisieux CMAT recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have



threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil St Thérèse of Lisieux CMAT staff will;

- Listen to what the child has to say and allow them to speak freely
- Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- Reassure the child that it is not their fault and that they have done the right thing in telling someone
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- Take what the child is disclosing seriously
- Ask open questions and avoid asking leading questions
- Avoid jumping to conclusions, speculation or make accusations
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next. If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

**The member of staff should write up their conversation as soon as possible on CPOMs/My Concern/School Files in the child’s own words. Staff should make this a matter of priority. The record should also detail where the disclosure was made and who else was present. The record should be handed to the DSL of the school immediately.**

## 19. Notifying Parents

- The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.
- However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care.
- Where there are concerns about forced marriage, honour based violence or FGM parents **should not be informed** a referral is being made as to do so may place the child at a significantly increased risk.

**St Thérèse of Lisieux CMAT aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil’s welfare.**

## 20. Making a referral

- Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children’s social care, early help or other support is



**appropriate in accordance with the schools Safeguarding and Child protection policy in line with their Local Authority guidance.**

- If a referral is needed, then the DSL should make it initially by telephone then followed up by following the school's policy for referral notification. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves. This should initially be followed up with the social care worker leading the referral or Local Authority Designated Safeguarding Officer
- If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

## 21. Child in Need (Section 17)

### **S17 of the Children Act 1989 says:**

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority;
- their health or development is likely to be impaired, or further impaired without the provision of such services
- does the young person have a disability?

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health (KCSIE para. 109)

## 22. Child Protection (Section 47)

### **S47 of the Children Act 1989 says:**

- children at risk or who are suffering significant harm
- children suffering the effects of significant harm
- serious health problems

### **If a section 47 is needed schools will consider the below elements**

- If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for referral to Social Care.
- If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to Social Care by the school as soon as possible.
- It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.
- It is not possible to rely on one absolute criterion when judging what constitutes significant harm.
- Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.
- Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.



- In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

### **Definition of Significant Harm**

The Children Act 1989 introduced the concept of Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

There are no absolute criteria on which to rely when judging what constitutes Significant Harm but consideration should be given to the following:

- The severity of ill-treatment which may include the degree and extent of physical harm including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- The duration and frequency of abuse and neglect;
- The extent of premeditation

## **23. Staff Well-being**

- St Thérèse of Lisieux CMAT recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- St Thérèse of Lisieux CMAT will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.
- St Thérèse of Lisieux CMAT Staff can also seek support through ....

## **24. Children who are particularly vulnerable**

- St Thérèse of Lisieux CMAT recognises that some children are more vulnerable to abuse and neglect and those additional barriers exist when recognising abuse for some children.
- St Thérèse of Lisieux CMAT understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.
- In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.
- **Local Authorities** should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children. (KCSIE para. 110)
- Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support alongside action by statutory services. (KCSIE para. 111)



- Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

## 25. Recognising signs of child abuse

### A. Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

### B. Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.



### C. Recognising Physical Abuse

- The following are often regarded as indicators of concern:
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### D. Bruising

- Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:
- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### E. Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### F. Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.



## G. Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

- There are grounds for concern if:
- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## H. Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## 26. Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

## 27. Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:



- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

## 28. Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause. Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## 29. Relationships (Health) and (Sex) Education

The RSE curriculum equips teachers with an overview of key faith perspectives on different aspects of relationships, sex and health to enable them to reflect these in their delivery of RSHE and respond appropriately to questions and comments from pupils.

- The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.
- In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.” This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.
- In Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be mandatory from September 2020; (there is some flexibility around implementation due the Covid-19 school closures earlier in the year.)

## 30. Racist Incidents

Each St Thérèse of Lisieux CMAT school policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

## 31. Adverse Childhood Experiences (ACEs) & Mental Health

Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including



- domestic violence
- parental abandonment through separation or divorce
- a parent with a mental health condition
- being the victim of abuse (physical, sexual and/or emotional)
- being the victim of neglect (physical and emotional)
- a member of the household being in prison
- growing up in a household in which there are adults experiencing alcohol and drug use problems.

The term was originally developed in the US for the Adverse Childhood Experiences survey which found that as the number of ACEs increased in the population studied, so did the risk of experiencing a range of health conditions in adulthood. There have been numerous other studies which have found similar findings including in Wales and England.

Preventing ACEs should be seen within the wider context of tackling societal inequalities. While ACEs are found across the population, there is more risk of experiencing ACEs in areas of higher deprivation.

ACEs have been found to have lifelong impacts on health and behaviour and they are relevant to all sectors and involve all of us in society. We all have a part to play in preventing adversity and raising awareness of ACEs. Resilient communities have an important role in action on ACEs.

An ACE survey with adults in Wales found that compared to people with no ACEs, those with 4 or more ACEs are more likely to:

- have been in prison
- develop heart disease
- frequently visit the GP
- develop type 2 diabetes
- have committed violence in the last 12 months
- have health-harming behaviours (high-risk drinking, smoking, drug use).

When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their learning.

ACEs should not be seen as someone's destiny. There is much that can be done to offer hope and build resilience in children, young people and adults who have experienced adversity in early life.

**Mental Health:** All staff should be aware that mental health problems can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they might be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how their children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.

If staff have a mental health concern about a child that is also as safeguarding concern, immediate action should be taken, following the policy by speaking to a DSL or making a referral. (KCSIE 2020)



## 32. Disguised Compliance

There can be a tendency in safeguarding and child protection work to use jargon and shorthand to explain quite complex ideas. One of the challenges of multi-agency working is to ensure that there is a common language. In this article, specialist safeguarding consultant, Andrew Hall, explores five phrases that often crop up in child protection reports and meetings.

“‘Disguised compliance’ involves a parent or carer giving the appearance of co-operating with child welfare agencies to avoid raising suspicions, to allay professional concerns and ultimately to diffuse professional intervention.” NSPCC Fact Sheet ‘Disguised Compliance’ (March 2010)<sup>18</sup>

Examples of Disguised Compliance include:

- no effective change despite significant input by professionals
- parents who agree to changes, but put little effort into implementing them
- parents who only partially carry out any agreed plans
- the child’s view is different to the parents’
- cleaning the home before a planned visit by social workers
- attending appointments more regularly than in the past
- school attendance improving markedly

Risks of Disguised Compliance

- cases can lack focus and drift over time
- risks are not reduced, and may even worsen
- significant issues may be missed
- cases may be closed prematurely
- the child is not safe

## 32. Protecting Yourself against Allegations of Abuse

St Thérèse of Lisieux CMAT staff should seek to keep personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with children unless thought has been given to safeguards
- must not give out personal mobile phone numbers or private e-mail addresses
- must not give pupils lifts home in your cars
- must not arrange to meet them outside of school hours
- must not chat to pupils on the social websites
- Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.
- Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.
- Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

---

<sup>18</sup> <https://lrsb.org.uk/uploads/nsppc-fact-sheet-disguised-compliance.pdf>



### 33. Allegations against staff, including Supply teachers, volunteers and contractors (KCSIE Sept 2020: Part Four)

The guidance in KCSIE Part 4 should be followed where it is alleged that anyone working in each St Thérèse of Lisieux CMAT school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children; this may include incidents outside of school which did not involve the children but could have an impact on their suitability to work with children e.g.: an incident of domestic abuse.
- 
- All St Thérèse of Lisieux CMAT staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
  - All St Thérèse of Lisieux CMAT Staff should be aware of the school's own Behaviour Management policy, Staff Code of Conduct, the IT Security Policy and Online Protocols.
  - Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
  - St Thérèse of Lisieux CMAT understands that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member; this includes supply staff (see below).
  - If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head teacher.
  - The Head teacher on all such occasions will discuss the content of the allegation initially with the CEO of the Trust then if necessary with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.
  - If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the CEO & DPS who will consult the LADO as above, without notifying the Headteacher first.
  - The school will follow the Local Authority and CMAT procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education (Part 4), the school's Whistleblowing policy and Protocol for Managing Allegations against Staff.
  - Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and the Trust HR Manager in making this decision.
  - In the event of an allegation against the Headteacher, the decision to suspend will be made by the CEO.
  - Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

**Schools must refer to 'St Thérèse of Lisieux Protocol for dealing with Allegations against a member of Staff,' when managing allegations.**

#### **Supply Teachers:**

In some circumstances St Thérèse of Lisieux CMAT schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply; for example, supply teachers provided by an employment agency or business.



Whilst St Thérèse of Lisieux CMAT schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. St Thérèse of Lisieux CMAT schools should discuss with the supply agency whether it is appropriate for the supply agency to suspend the supply teacher, or redeploy them to another part of a school, whilst they carry out their investigation (KCSIE 2020)

**The above is covered in the school's Safeguarding and Child Protection Policy. However, any referrals to LADO need to be communicated with the Trust Safeguarding officer.**

### 34. Whistle-blowing

- St Thérèse of Lisieux CMAT recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Trust/Diocese/LADO following the St Thérèse of Lisieux Trust Whistleblowing Policy.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- Whistle-blowing re the Headteacher should be made to the CEO/DPS St Thérèse of Lisieux Catholic Multi Academy Trust whose contact details are readily available to staff.

### 35. Recruitment, Supervision and Training for Staff

- When recruiting new members of staff St Thérèse of Lisieux CMAT follows the guidance given in the Safeguarding Children: Safer Recruitment in Education. St Thérèse of Lisieux CMAT ensures that DBS checks are undertaken in line with the Academy Trust's HR policy and that references are taken up and obtained and that qualifications are verified.
- Newly appointed staff will have initial training in Safeguarding as part of their induction programme as well as Hays on-line training. They should be aware of the Local Authority arrangements for Safeguarding and procedures as part of that induction programme. All staff should be sign posted to a copy of the school's Safeguarding Policy.
- The initial Child Protection training given to each member of the service will be updated by the DSL and covered in the school's CPD strategy.
- The Trust DSL networks will be the initial form of 'meetings' for Lead DSLs during academic year 2020-21; after this period the process by which DSLs receive 'meetings', will be reviewed.

### 36. Physical Intervention

- St Thérèse of Lisieux CMAT acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- St Thérèse of Lisieux CMAT Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Handling techniques.
- St Thérèse of Lisieux CMAT understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.



- St Thérèse of Lisieux CMAT recognise that touch is appropriate in the context of working with children, and all staff have been signposted to ‘Use of Reasonable Force in Schools’<sup>19</sup> guidance to ensure they are clear about their professional boundary.

### 37. Mobile Phones and Cameras in School

- Practitioner’s phones must be kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct.
- Visitors to each school setting (including parents) are requested not to use their mobile phones on the premises and that they should not take photographs on the school site.
- Photographs validate children’s experiences and achievements and are a valuable way of recording milestones in a child’s life. Parental permission for the different ways in which we use photographs is gained as part of each school’s policy.
- A mixture of photos that reflect the school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera/iPad to take photos of their peers. In order to safeguard children and adults, and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at each St Thérèse of Lisieux CMAT school understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act.

### 38. Transporting Pupils Guidance<sup>20</sup>

- In certain situations, staff or volunteers may be required or offer to transport pupils as part of their work. As for any other activity undertaken at work, St Thérèse of Lisieux CMAT understand that the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.
- St Thérèse of Lisieux CMAT Staff should not offer lifts to pupils unless the need for this has been agreed by a manager.
- A designated member of staff should be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise.
- Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort.
- It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children.
- St Thérèse of Lisieux CMAT Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.
- St Thérèse of Lisieux CMAT Staff should never offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their manager and the child’s parent(s).
- Each St Thérèse of Lisieux CMAT school’s health and safety policy and/or educational visits policy should set out the arrangements under which staff may use private vehicles to transport pupils.

<sup>19</sup> <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<sup>20</sup> <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>



- Any private vehicles used to transport pupils should be insured for 'Business' use and registered through St Thérèse of Lisieux Estates Manager

### 39. Education Visits:

- St Thérèse of Lisieux CMAT together with each Local Governing Body are responsible for the provision and implementation of health and safety procedures, guidance and specific advice. All Trust schools must operate to guidance, standards and approval requirements issued by the Outdoor Education Advisor. Under the Health and Safety at Work Act 1974, employers are responsible for the provision and implementation of health and safety procedures, guidance and specific advice.
- With regard to school visits all Trust Schools use EVOLVE.
- EV advice can be sought via ...
- Approval is delegated to HT's except residential/ overnight where EVOLVE must approve.
- COVID-19: DfE continue to advise against domestic (UK) overnight and overseas educational visits as of July 2020<sup>21</sup>
- **See Keeping Children Safe in Education Sept 2020 Annex E: Host families - homestay during exchange visits**

#### The Outdoor Education Advisor is responsible for:

- guidance to schools and other services working with children and young people on the safe management of school visits and off site learning (based on good practice and legal requirement)
- production of generic risk assessments
- training in the management of schools visits and off site learning
- provision of a web based storage and approval system
- provision of a telephone/email advisory service
- formally approving all higher risk activities as in compliance with Local Authority Standards
- monitoring of system use, school procedures and external visits.

#### Mini Buses:

- St Thérèse of Lisieux CMAT schools follow guidance within the Driving School Minibuses – Advice for Schools and Local Authorities (Sept 2013)<sup>22</sup>.

---

<sup>21</sup> <https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings>

<sup>22</sup> <https://www.gov.uk/government/publications/driving-school-minibuses-advice-for-schools-and-local-authorities>



## Appendix A: Aspects of Safeguarding

### Anti-Bullying/Cyberbullying<sup>23</sup>

- Each school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyberbullying, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.
- If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.
- The subject of bullying is addressed at regular intervals in PHSE education.
- Cyberbullying is covered in each school's policy

### Breast Ironing<sup>24</sup>

- Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.
- The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.
- Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.
- Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

### Child Abduction and community Safety incidents

- Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.
- Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.
- As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

<sup>23</sup> <https://www.cyber4schools.net/>

<sup>24</sup> <http://safeguarding.pro/wp-content/uploads/2016/12/Breast-Ironing.pdf>



- It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org). (KCSIE 2020)

### Children and the court system (KCSIE Sept 2020)

- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.
- The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.
- Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### Children missing from education

- All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures. (KCSIE Sept 2020)
- Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.
- The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'.<sup>25</sup>
- Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### Children with family members in prison (KCSIE Sept 2020)

- Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children

### Child Criminal Exploitation (CCE KCSIE Sept2020):

- CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

---

<sup>25</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)



- CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 106 for more information), forced to shoplift or pickpocket, or to threaten other young people.
- 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 KCSIE Sept 2020)

- CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).
- 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.
- The department provide: Child sexual exploitation: guide for practitioners.<sup>26</sup>

### County lines (KCSIE Sept 2020)

- 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 and a referral to the National Referral Mechanism<sup>27</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third

<sup>26</sup> <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

<sup>27</sup> <https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>



sector providers who offer support to victims of county lines exploitation. Like other forms of abuse, child criminal exploitation, including county lines. Further information on the signs of a young person's involvement in county lines is available in guidance published by the Home Office.<sup>28</sup>

### **Signs of CCE/CSE/County Lines:**

- going missing from home or school
- regular school absence/truancy
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

### **Contextual Safeguarding:**

- Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2020) refer to Contextual Safeguarding. This is a conceptual framework for understanding, assessing, and reducing the risk of harm from outside the family home.
- Contextual Safeguarding is based on research and extensive trials in multi-agency safeguarding hubs, led by Dr Carlene Firmin, Principal Research Fellow, University of Bedfordshire<sup>29</sup>. Information about the research and its practical application can be found at

---

<sup>28</sup> <https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable-adults>

<sup>29</sup> <https://contextualsafeguarding.org.uk/>



the Contextual Safeguarding network ([www.contextualsafeguarding.org.uk](http://www.contextualsafeguarding.org.uk)). Membership of the network is free and allows access to a wealth of resources.

- Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent- child relationships. Therefore, children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.
- Contextual Safeguarding has been developed at the University of Bedfordshire over a number of years to inform policy and practice approaches to safeguarding adolescents. Initially emerging from a three-year review of operational responses to peer-on-peer abuse. Contextual Safeguarding provides a framework to advance child protection and safeguarding responses to a range of extra-familial risks that compromise the safety and welfare of young people.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### Domestic Violence/Abuse (KCSIE Sept 2020)

- Domestic abuse represents one quarter of all violent crime.
- The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.
- It is actual or threatened physical, emotional, psychological, sexual and financial abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
- We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
- Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- Children and young people can be victims of domestic abuse both in the context of their home life where domestic abuse occurs between parents or carers, but also within their own intimate personal relationships
- Exposure to domestic abuse is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm; in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Staff must be alert to the signs and symptoms of a child suffering or witnessing domestic abuse.
- Advice on identifying children who are affected by domestic abuse and how they can be helped is available.<sup>30</sup>
  - NSPCC- UK domestic-abuse Signs Symptoms Effects

<sup>30</sup> <https://safelives.org.uk/sites/default/files/resources/Safe%20Young%20Lives%20web.pdf>



- Refuge what is domestic violence/effects of domestic violence on children
- Safe lives: young people and domestic abuse.

- **How does it affect children?**

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

- **What are the signs to look out for?**

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

- **What should I do if I suspect a family is affected by domestic abuse?**

To talk through your concerns, discuss with the school's DSL or the Trust Safeguarding Lead who can then call Local Authority Safeguarding Partnership.

'Refuge' runs the National Domestic Abuse Helpline which can be called free of charge and in confidence 24hrs a day.<sup>31</sup>

### Drug and Substance Misuse:

- Most parents and carers who drink alcohol or use drugs do so in moderation and don't present an increased risk of harm to their children.
- However, parents and carers who misuse substances often have chaotic, unpredictable lifestyles and may struggle to provide their children with safe care and clear boundaries.
- **Alcohol misuse is harmful drinking and alcohol dependence:**
  - Harmful drinking is a pattern of alcohol use which causes alcohol-related health problems, including psychological problems such as depression, physical illnesses or alcohol-related accidents.
  - Alcohol dependence is characterised by craving alcohol and continued drinking in spite of harmful consequences. It's associated with increased criminal activity, domestic abuse and an increased rate of significant mental and physical health problems (NICE, 2011).
- **Drug misuse**
  - Drug misuse is a dependence on, or regular excessive consumption of, psychoactive substances leading to social, psychological, physical or legal problems.
  - Drug misuse is more prevalent in socially deprived areas. In England and Wales the most commonly used psychoactive substance is cannabis, followed by cocaine and ecstasy. Opioids such as heroin are used less commonly but present the most significant health problems (NICE, 2012).

### Fabricated or induced illness:

- Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.
- FII is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

---

<sup>31</sup> <https://www.nationaldahelpline.org.uk/>



### Signs of fabricated or induced illness

- FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.
- Behaviours in FII include a mother or other carer who:
  - persuades healthcare professionals that their child is ill when they're perfectly healthy
  - exaggerates or lies about their child's symptoms manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
  - deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances.
- For further information<sup>32</sup>

### Female Genital Mutilation (FGM)

- Female Genital Mutilation (FGM)<sup>33</sup> is illegal in England and Wales under the FGM Act (2003)<sup>44</sup>. It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.
- The duty applies to all persons in each St Thérèse of Lisieux CMAT school who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.
- If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her, or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.
- Concerns about FGM outside of the mandatory reporting duty should be reported as per St Thérèse of Lisieux CMAT child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.
- Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.
- There are no circumstances in which a teacher or other member of staff should examine a girl.
- What is FGM?
- It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### 4 types of procedure:

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

#### Why is it carried out?

- FGM brings status/respect to the girl – social acceptance for marriage

<sup>32</sup> <https://www.nhs.uk/conditions/fabricated-or-induced-illness/>

<sup>33</sup> <https://www.gov.uk/government/collections/female-genital-mutilation>



- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

**Circumstances and occurrences that may point to FGM happening are:**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage
- Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

**The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay and make a referral to children's services.

- All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.
- Each St Thérèse of Lisieux CMAT school is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

**Forced Marriage**

- A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
- Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 201445.



- A forced marriage is not the same as an arranged marriage which is common in several cultures. The 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.
- School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit 200 7008 0151.
- Honour-based Violence
- Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
- Honour based violence might be committed against people who;
  - become involved with a boyfriend or girlfriend from a different culture or religion;
  - want to get out of an arranged marriage;
  - want to get out of a forced marriage;
  - wear clothes or take part in activities that might not be considered traditional within a particular culture.
- It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

### Gender based abuse/abuse against women and girls (VAWG) including so-called: Honour-Based Abuse

- Honour based abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community.
- It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based abuse might be committed against people who:
  - become involved with a boyfriend or girlfriend from a different culture or religion
  - want to get out of an arranged marriage
  - want to get out of a forced marriage
  - wear clothes or take part in activities that might not be considered traditional within a particular culture

#### **What types of honour based crime are there?**

- The term 'honour based crime' covers any criminal offence that is driven by a mistaken desire to protect the
- cultural or traditional beliefs of a family or community. It may or may not involve violence. It can include:
- personal attacks of any kind, including physical and sexual violence
  - forced marriage
  - forced repatriation (sending someone back to a country from which they originate without their consent)
  - written or verbal threats or insults
  - threatening or abusive phone calls, emails and instant messages
  - Forced Marriage will soon be made a criminal offence

### Homelessness (KCSIE Sept 2020)

- 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.

- The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets<sup>34</sup>. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

### Looked After Children (LAC)

- The most common reason for children becoming looked after is as a result of abuse and neglect. Each St Thérèse of Lisieux CMAT school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.
- The designated teacher for looked after children<sup>35</sup> and the DSL have details of the child's social worker and the name and contact details of their Local Authority Safeguarding Children Partnership and virtual school head for children in care.
- Each school governing body should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (and those who are 'previously'<sup>36</sup> looked-after) – whether they are looked-after under voluntary arrangements with the consent of parent, or on an interim or full care order – and child's contact arrangements with birth parents or those with Parental Responsibility.
- The Virtual School Head is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of a local authority's looked-after children<sup>37</sup>, including those placed out-of-authority. The Virtual School Head should ensure the educational attainment and progress of children looked after by the local authority are monitored and evaluated as if those children attended a single school. The Virtual School Head is also responsible for managing pupil premium plus for looked-after children.

### Mental Health and Well Being (KCSIE Sept 2020):

- Schools have an important role to play in supporting the mental health and wellbeing of their pupils.
- 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. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance<sup>38</sup>.

<sup>34</sup> <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

<sup>35</sup> <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

<sup>36</sup> For the purposes of the role of the virtual school head and designated teacher, under the Children and Social Work Act 2017, previously looked-after children are those who: are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or were adopted from 'state care' outside England and Wales.

<sup>37</sup> <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

<sup>38</sup> <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>



- At St Thérèse of Lisieux CMAT there is a focus on the mental health and well-being of pupils.
- Further support is available on the NSPCC website regarding Mental health and suicidal thoughts<sup>39</sup>: *“Mental illness and suicidal thoughts can affect anyone, of any age, of any background, at any time. Like with physical illnesses, people don’t choose to have a mental health problem. And they need the appropriate care to get better. Mental illness and suicidal thoughts are common issues for young people. It can be difficult to know if a child is suffering as they often keep it to themselves. But we’re here to help you spot the signs and know how to support them.”*

### Online Safety (KCSIE Annex C Sept 2020):

**Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as facebook, twitter, instagram, snapchat and oovoo.**

- It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.
- 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 content; for example: pornography, fake news, racist, misogynistic, self-harm, suicide, anti-semitic, radical and extremist;
  - **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults for the purposes of grooming children; and
  - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, sharing others explicit images and online bullying.
- All St Thérèse of Lisieux CMAT schools are expected to have an Online Safety and Acceptable Use policy, both of which explain how to keep pupils safe in school and how we respond to online safety incidents.
- Pupils are to taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.
- The Trust IT Manager is Mike Jones
- The government has published a guidance document ‘Teaching Online Safety in School’ (DfE, June 2019<sup>40</sup>). It outlines to schools the importance of helping children and young people not only use the internet safely, but also give them opportunities to learn how to behave online. Throughout, the guidance emphasises the importance of teaching that is always age and developmentally appropriate. The guidance is non-statutory and applies to all local authority maintained schools, academies and free schools.
- Teaching online safety in school says that there are many areas in the curriculum where the topics could be taught, not least in the new compulsory Relationships (Sex Education) and

<sup>39</sup> <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/>

<sup>40</sup> <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>



Health Education in place from September 2020. In these curriculum areas, pupils will be taught what positive, healthy and respectful online relationships look like.

**The guidance includes the following underpinning knowledge and behaviours:**

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Online behaviour
- How to identify online risks
- How and when to seek support

**Potential harms covered in the guidance include:**

- Age restrictions
  - Content: How it can be used and shared
  - Disinformation, misinformation and hoaxes
  - Fake websites and scam emails
  - Fraud (online)
  - Password phishing
  - Personal data
  - Persuasive design which keeps 'users online for longer than they might have planned or desired'
  - Privacy settings
  - Targeting of online content
  - Abuse (online)
  - Challenges [to do something and post about it]
  - Content which incites...hate, violence
  - Fake profiles
  - Grooming
  - Live streaming
  - Pornography
  - Unsafe communication
  - Impact on confidence (including body confidence)
  - Impact on quality of life, physical and mental health and relationships
  - Online vs. offline behaviours
  - Reputational damage
  - Suicide, self-harm and eating disorders
- 
- In an important section, the Teaching online safety in school guidance, reminds schools that when teaching about these safeguarding topics (and others), staff should be mindful that there may be a child or young person in the lesson who is or has been affected by these harms. During or after a lesson, a pupil may be prompted to disclose about something that may have happened online.
  - The guidance says that it is good practice to consult the Designated Safeguarding Lead 'when considering and planning any safeguarding related lessons or activities (including online) as they will be best placed to reflect and advise on any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson'.
  - 'Teaching Online Safety in School' should be read in conjunction with 'Education for a Connected World' Framework<sup>41</sup> (UKCIS, 2018) which offers 'age specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.'
  - See also KCSIE Annex c: Online Safety.

---

<sup>41</sup> <https://www.gov.uk/government/publications/education-for-a-connected-world>



## Education at Home

- Where children are being asked to learn online at home the DfE has provided advice to support schools to do so safely.<sup>42</sup>
- St Thérèse of Lisieux CMAT School have protocols in place for 1:1 & group online sessions which must be used by all schools when teaching online.

## Peer on Peer Abuse

- In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Each St Thérèse of Lisieux CMAT school recognise that children are capable of abusing their peers. It will not be passed off as 'banter', 'just having a laugh' or 'part of growing up'. The forms of peer on peer abuse are outlined below.
- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others. For further information follow NSPCC 'Healthy Sexual Behaviour'<sup>43</sup>.
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.
- The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.
- There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence; **see Sexual Violence and Harassment**).
  - Each St Thérèse of Lisieux CMAT school aims to reduce the likelihood of peer on peer abuse through;
  - the established ethos of respect, friendship, courtesy and kindness;
  - high expectations of behaviour;
  - clear consequences for unacceptable behaviour;
  - providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of
  - healthy relationships, acceptable behaviour, consent and keeping themselves safe;
  - systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
  - robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.
- Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Each St Thérèse of Lisieux CMAT school will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
- Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using St Thérèse of Lisieux CMAT school child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed

<sup>42</sup> <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

<sup>43</sup> <https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexual-behaviour-children/>



to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

- Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

### Private Fostering Arrangements

- A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.
- Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- Each St Thérèse of Lisieux CMAT school recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
- By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify their Local Authority Safeguarding Children Partnership of the circumstances.
- 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. (\*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.)

### **Most frequently, young people are in private foster care for the following reasons:**

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families
- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

### **Signs that a child may be privately fostered:**

- The child is new to school
- The child has disappeared from school for no reason
- The child is overseas without their parents
- Documents such as admission forms, previous school records show this
- The child discloses that they are no longer living at home
- People other than parents attend school events



*There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a mandatory duty on schools to inform children's services where they become aware of such an arrangement.*

## Providing First Aid

### Employers' legal duties:

- The Health and Safety (First-Aid) Regulations 1981<sup>44</sup> require employers to provide adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work. These Regulations apply to all workplaces including those with less than five employees and to the self-employed.
- Assessment of first-aid needs: Employers are required to carry out an assessment of first-aid needs. This involves consideration of workplace hazards and risks, the size of the organisation and other relevant factors, to determine what first-aid equipment, facilities and personnel should be provided.

### Early Years:

- At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA certificate. PFA training must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly. All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work<sup>32</sup> in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting. Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.<sup>45</sup>

## Preventing Radicalisation and Extremism

The Prevent Duty for England and Wales<sup>46</sup> (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

- **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. (KCSIE Sept 2020).
- Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

<sup>44</sup> <https://www.hse.gov.uk/firstaid/legislation.htm>

<sup>45</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

<sup>46</sup> <https://www.gov.uk/government/publications/prevent-duty-guidance>



- Each St Thérèse of Lisieux CMAT school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism<sup>47</sup>.
- Each St Thérèse of Lisieux CMAT school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.
- Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).<sup>48</sup>
- The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then the Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101.
- The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

**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.
- 
- There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
  - Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors
    - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

**Indicators of vulnerability include:**

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self- esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

<sup>47</sup> <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

<sup>48</sup> <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smc>



- Personal Circumstances – migration; local community tensions; and events affecting the student / 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 student / 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 Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

**However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.**

**More critical risk factors could include:**

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

### Channel

- Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, who will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.
- The Government guidance can be accessed via this link<sup>49</sup>.

### Sexual Violence and Harassment:

- Sexual Violence and Sexual Harassment' is government guidance, first published in December 2017, updated in May 2018, and later incorporated into Keeping Children Safe in Education

**The guidance covers:**

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

**What is Sexual Violence?**

---

<sup>49</sup> <https://www.gov.uk/government/publications/channel-guidance>



- Sexual Violence refers to criminal acts: rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003<sup>50</sup>. Sexual harassment is described as ‘unwanted conduct of a sexual nature’. Importantly, the definition of consent is stated and will help pupils begin to understand it more clearly.
- **Rape:** A person(s) (A) commits an offence of rape if: he/they intentionally penetrates the vagina, anus or mouth of another person (B) with his/their penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (s) (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person(s) (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- **Consent:** is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
- **It is important to know that: -**
  - A child under the age of 13 can never consent to any sexual activity;
  - The age of consent is 16;
  - Sexual intercourse without consent is rape.

### What is Sexual harassment?

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats; and
  - upskirting (see below).
- **Coercion** – the young perpetrator(s) who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.
- It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to

<sup>50</sup> <https://www.legislation.gov.uk/ukpga/2003/42/contents>



their additional training, the designated safeguarding lead (or deputy) should be involved and leading the school or college response. If in any doubt, they should seek expert advice.

- It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.
- **Harmful Sexual Behaviour (HSB)**
- Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is
- developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.
- Useful guidance can be found in: -
- NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework<sup>51</sup>:
- The Brook Sexual Behaviours Traffic Light Tool<sup>64</sup> can also be very helpful in identifying sexual behaviours by children.
- **Hazing/Initiation**
- The practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.
  
- At each St Thérèse of Lisieux CMAT school sexual violence and sexual harassment and sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. It should be recognised that these issues are likely to occur, and each St Thérèse of Lisieux CMAT school has procedures in place to deal with them.
- Groups at particular risk include girls, students who identify as LGBT+, or are perceived by peers to be LGBT+, and pupils with SEND.
- The guidance is clear that victims and alleged perpetrators can be kept apart in classrooms and other shared spaces, and that consideration should be given about travel to and from school. The emphasis should be on ensuring that the victim can continue their normal routines. Schools can consider the conduct of the alleged perpetrator as part of their behaviour policy on the 'balance of probabilities' and apply appropriate and proportional consequences.
- St Thérèse of Lisieux CMAT schools' record incidents across the whole spectrum of sexual violence and sexual harassment, so that we can understand the scale of the problem in our school and make appropriate plans to reduce it.
- The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.
- **Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.
- **Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what

---

<sup>51</sup> <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>



concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

- Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:
- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

### Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

- 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.
- All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance<sup>52</sup>
- ‘Sexting in schools and colleges: responding to incidents and safeguarding young people’<sup>53</sup>.
- Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.
- If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.
- The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children’s Social Care or the Police as appropriate.

<sup>52</sup> <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

<sup>53</sup> <https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>



**Immediate referral at the initial review stage should be made to Children’s Social Care/Police if;**

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child’s development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves a child under the age of 13;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then each school’s DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher and Trust Safeguarding Officer, to respond to the incident without escalation to Children’s Social Care or the police.

In applying judgement, the school’s DSL, with support from the Trust Safeguarding officer will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to each local authority and school’s child protection procedures, including reporting to the police or children’s social care. Otherwise, the situation will be managed within the school. This needs to be reported to the Trust Safeguarding Officer.

Each School’s DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

### Teenage Relationship Abuse:

- The British Crime Survey 2009/10 found that the 16-19-year age group were most likely to suffer abuse from a partner. This led to a recognition of the seriousness and prevalence of the issues. In March 2013, the definition of domestic violence was revised to include young people between 16 and 18:
- “Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:
  - psychological
  - physical
  - sexual



- financial
- emotional
- Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.”

*This definition, which is not a legal definition, includes so called ‘honour’ based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.*

### See Domestic Violence for further information

#### Prevention in the Curriculum

- The school recognises the importance of developing pupils’ awareness of behaviour that is unacceptable
- towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to:
  - safely explore their own and others’ attitudes
  - recognise and manage risks in different situations and how to behave responsibly
  - judge what kind of physical contact is acceptable and unacceptable
  - recognise when pressure from others (including people they know) threatens their:
    - personal safety and well-being and develop effective ways of resisting pressure;
    - including knowing when and where to get help
    - use assertiveness techniques to resist unhelpful pressure.
  - Internet Safety
- **Protection is Prevention**
- pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools Designated Safeguarding Lead should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils should adhere to the school policy on mobile phones and use of social media.
- The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

#### Upskirting:

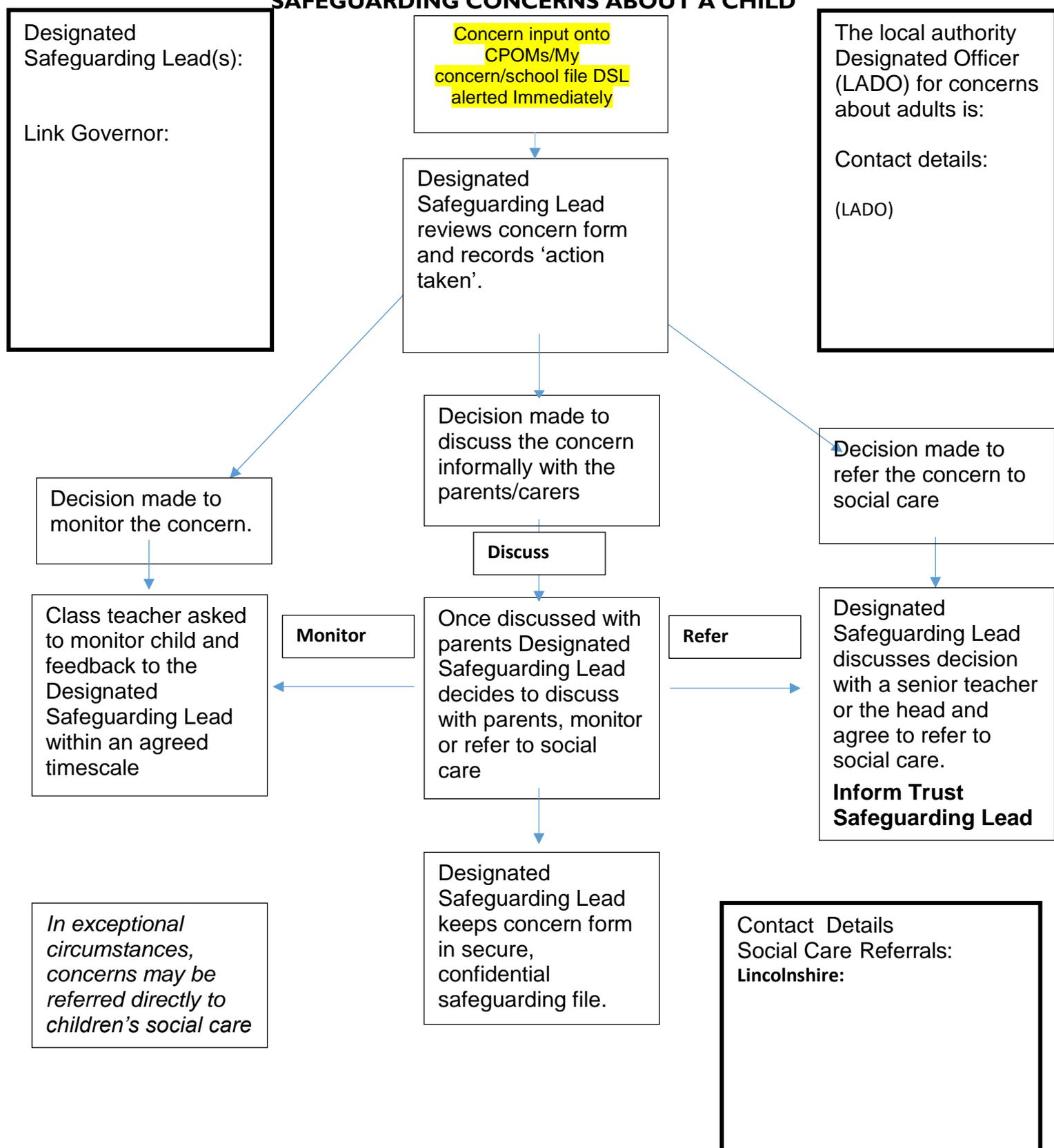
- Changes have been made to the Voyeurism (Offences) Act 2019<sup>54</sup> which criminalise the act of ‘upskirting’.
- The Crown Prosecution Service (CPS) defines ‘up skirting’ as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.”

<sup>54</sup> <https://www.gov.uk/government/publications/implementation-of-the-voyeurism-offences-act-2019>





### Appendix B: EXAMPLE FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD





## Appendix C: Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

### **Additional Information for Online safety:**

[www.gov.uk/government/publications/teaching-online-safety-in-schools](http://www.gov.uk/government/publications/teaching-online-safety-in-schools) DfE guidance on teaching online safety in schools (2019)

<https://learning.nspcc.org.uk/media/1187/mdx-nspcc-occ-pornography-report.pdf>

NSPCC research on impact of pornography on children's values attitudes and behaviours

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/>

Advice from the NSPCC on protecting children from radicalisation

<https://www.iwf.org.uk/news/iwf-research-on-child-sex-abuse-live-streaming-reveals-98-of-victims-are-13-or-under>

Internet Watch Foundation Research on 'Live Streaming'

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

PSHE association publishes advice on developing the PSHE curriculum

[www.gov.uk/government/organisations/uk-council-for-internet-safety](http://www.gov.uk/government/organisations/uk-council-for-internet-safety)

UK Council for Internet Safety here you will find a range of guidance/ advice including approaches to online safety in Early Years and Guidance on Sexting for schools and colleges

National Guidance on What to do If You're Worried About a Child

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Statutory Guidance on Keeping Children Safe in Education

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

Working together to safeguard children:

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

21 February 2019 Updated 'Working Together to Safeguard Children 2018' to reflect how local authorities should notify the Child Safeguarding Panel.

NSPCC Keeping Children Safe Guidance

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/>



Underwear Rule - guide for Parents

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

Keeping Children Safe from Sexual Exploitation

<http://paceuk.info/about-cse/keep-them-safe/>

Online Safety <https://www.ceop.police.uk/safety-centre/> <https://www.thinkuknow.co.uk/parents/>

<https://www.internetmatters.org/advice/social-networking/?gclid=CKTp4ZaP-80CFVXNGwod0AEBmw>

<https://www.nspcc.org.uk/about-us/news-opinion/>

<http://www.familylives.org.uk/advice/your-family/online-safety/parent-s-guide-to-facebook/>

Drugs and Alcohol

<https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-drugs-and-alcohol/>

Radicalisation and Extremism

<https://educateagainsthate.com/parents/>

Child Mental Health Advice, Including self harm

<http://www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/parentscarers/self-harm.aspx>

Children who may have been trafficked

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Gang and Knife Crime DCSF – 00064-2010 <https://www.gov.uk/government/publications/2010-to-2015-government-policy-knife-gun-and-gang-crime/2010-to-2015-government-policy-knife-gun-and-gang-crime>

Homophobic, Transphobic Bullying

<https://www.gov.uk/government/news/tackling-homophobic-bullying-in-schools>