



Cardinal Langley RC High School

CHILD PROTECTION & SAFEGUARDING POLICY & PROCEDURES

Policy Type:	Statutory https://www.gov.uk/government/publications/statutory-policies-for-schools
Review Frequency:	Annually (mandatory)
Implementation/Approval:	Governing Body
Delegated to:	N/A
Last Reviewed/Approved:	Adopted: Autumn 2017. Reviewed: Autumn 2019, 2020. Under review Sept 2021
Date of Next Scheduled Review:	Autumn 2022
Notes:	This was a new policy in Autumn 2017 to replace all previous versions

Policy Approval:

Chair of Governors:		Date:	
Headteacher:		Date:	

Academic Year 2021-22

Designated Safeguarding Lead: Angela Williams (Deputy Headteacher – Pastoral)

Nominated Governor: Margaret Moore (Chair of Governors)

The Safeguarding Policy is reviewed as required and ratified annually by the governing body or as events, or legislation requires.

Any deficiencies or weaknesses identified will be remedied immediately.

We at Cardinal Langley RC High School are committed to safeguarding and we aim to create a culture of vigilance. We recognise that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

- Everyone's responsibility to safeguard children and provide a safe environment in which children can learn.
- All school staff should be prepared to identify children who may benefit from Early Help.
- All professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child (KCSiE 2021)

And we believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support that matches their individual needs, including those who may have experienced abuse.

Cardinal Langley RC High School will fulfil local and national responsibilities as laid out in the following documents: -

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Working Together to Safeguard Children September 2018](#)
- [Statutory Guidance on Children Who Run Away or Go Missing From Home or Care January 2014](#)
- [Guidance for safer working practice for those working with children and young people in education settings \(Safer Recruitment Consortium September 2019\)](#)
- [Guidance for Safe Working Practice for those Working with Children in Education and Early Years Settings \(Code of Conduct\) Revised April 2020 \(local document\)](#)
- [Guidance for Safe Working Practice – School Appendix](#)
- [The Children's Act 1989 \(as amended 2004 Section 52\)](#)
- [The Education Act 2002](#)
- [The Teachers' Standards \(updated June 2013\)](#)
- [The Counter-Terrorism and Security Act 2015 \(section 26 The Prevent Duty\)](#)
- [Female Genital Mutilation Act 2003](#)
- [Serious Crime Act 2015](#)
- [Children Missing Education - Statutory guidance for local authorities](#)
- <http://greatermanchesterscb.proceduresonline.com/>
- [County Lines Guidance](#)

Staff are also referred to the following training:

<https://www.winstonswish.org/bereavement-training-courses-schools/>

<https://www.operationencompass.org/operation-encompass-on-line-key-adult-briefing>

The Policy conforms to locally agreed inter-agency procedures in line with the Rochdale Safeguarding Children's Board (RSCB). It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures.

1. Overall Aims

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work in the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupil and parental participation in safeguarding practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work in the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies
- Ensure all children feel safe, are treated as individuals and their rights, values and beliefs are respected.

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs

To study the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare (Contextual Safeguarding).

1.1 In-school procedures for protecting children

All staff will:

- Read and sign to show understanding of Part One of Keeping Children Safe in Education (DfE 2021)
- Read and sign to show understanding of our Safeguarding Policy including issues of confidentiality
- Read and sign to show understanding of and then be expected to behave in accordance with Guidance for Safer Working Practice for those Working with Children and Young People in Education settings (Safer Recruitment Consortium September 2019)
- Remember that the child's welfare and best interests must be the paramount consideration at all times
- Never promise to keep a secret or confidentiality where a child discloses abuse
- Be alert to signs and indicators of possible abuse. ([Ref: Appendix 1](#)) for current definitions of abuse and examples of harm)
- Share concerns with a safeguarding officer who will record it on CPOMs
- Deal with a disclosure of abuse from a child in line with Staff Recommendations ([Ref: Appendix 2](#)). These must be passed to one of the Designated Staff immediately. Staff should not take it upon themselves to investigate concerns or make judgements
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans
- Be prepared to identify children who may benefit from Early Help
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, governors, volunteers etc.
- Have easy access to the Whistle Blowing Policy.

2. Responsibilities of the Designated Safeguarding Lead/Officer

Our named DSL from our senior leadership team with lead responsibility and management oversight/accountability for child protection is **Angela Williams**.

The DSL is supported by the following appropriately trained designated staff: **James Sweeney, Claire Flitcroft, Kate Foster, Tracy Hatton and Andy Eadie**. Along with the Head Teacher, they are responsible for co-ordinating all child protection activity.

The DSL must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.

Where the school has concerns about a child, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.

The DSL is responsible for referring all cases of suspected abuse to Children's Social Care (CSC) Duty and Advice Team. KCSiE (DfE 2021) states that anyone in the school setting can make a referral. If this is the case the DSL should be informed as soon as possible, that a referral has been made. Wherever possible referrals to CSC should be done by appropriately trained designated safeguarding staff.

The DSL will liaise with the head teacher to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to meet the needs of an individual child and /or family.

Once a child protection cause for concern form has been passed to the DSL, they should start a separate child protection file for the child where the form is stored on CPOMS and any responses and outcomes will be recorded.

Child protection files must be stored on CPOMS. For some children, this single record will be the only concern held for them over their time in the school. For others, further information may well be accumulated, often from a variety of sources, over time.

If concerns relate to more than one child from the same family at the school, a separate file for each child should be created and cross-referenced to the files of other family members. Common records, e.g. child protection conference notes, should be duplicated for each file.

Child Protection records will be stored securely in a central place (CPOMS) separate from academic records. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

Access to these files by staff other than the designated staff will be restricted, and a record is kept of who has had access to them and when/why.

Designated staff must understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

Designated staff must have a working knowledge of how the LA conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Designated staff must ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff.

Designated staff must be alert to the specific needs of children in need, those with special educational needs and young carers

Designated staff must obtain access to resources and attend any relevant or refresher training courses

Designated staff must encourage a culture of listening to children amongst all staff.

Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

2.1 Raising Awareness

The DSL should ensure the school policies are known and used appropriately:

- Ensure the school's safeguarding policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with the governing body.
- Ensure the safeguarding policy is on the school's website, 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 in this.
- Link with the local authority and RSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

2.2 Child Protection Records

Designated staff must keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child.

Child protection records should be held securely, with access being restricted to the Safeguarding Team and head teacher. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology ([Ref: Appendix 3](#))
- All completed child protection cause for concern forms
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters sent and received relating to child protection matters
- Referral forms sent to CSC other external agencies or education-based services.
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for or linked to the child, e.g. child protection plans, Early Help (previously known as CAFs), risk assessments etc.
- **A copy of the support plan for the young person ([Ref: Appendix 4](#)).**

Each child protection file should contain a chronological summary of significant events and the actions and involvement of the school.

Where children leave, the school will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where

this is known), within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

There is no need to keep copies of the child protection file, apart from the chronology summary. The exception to this rule will be in any of the following instances:

- Where a child transfers out of area, *(the original file should be retained by the school and a copy sent)*
- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection records to an FE education establishment, the original file should be retained by the school and a copy sent.
- Where the destination school is not known *(the original file should be retained by the school)*.
- Where the child has not attended the nominated school *(the original file should be retained by the school)*.
- There is any on-going legal action *(the original file should be retained by the school and a copy sent)*.

Children's records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt.

If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school.

If the school is very far away, information can be transferred securely through CPOMS.

If sending by post, children records should be sent, "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the CME team following the above procedure for delivery of the records.

When a DSL member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.

All DSL's receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information, refer to the archiving section.

2.2.1 Archiving

Responsibility for the pupil record once the pupil leaves the school.

The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods is 35 years from closure when there has been a referral to CSC. If no referral has been made to CSC, the child protection record should be retained until the child's 25th birthday. The decision of how and where to store these files must be made by the school via the governing body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or head teacher.

2.2.2 Children's and Parents' Access to Child Protection Files

Under the Data Protection Act 2018, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore, it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- the information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the school or the Local Authority.

It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from RSCB.

The school's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

2.2.3 Safe Destruction of the Pupil Record

Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 1998 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

3. Information Sharing

When there is a concern that a child is at risk of significant harm, all information held by the school must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If DSLs are in doubt, they should consult RSCB.

On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from RSCB.

In accordance with section 29 of the [The Data Protection Act](#), the police are allowed access to school records in certain circumstances such as criminal investigations. If you have any queries regarding police access to any school records, please contact RSCB

It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore, it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.

However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:

- place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or
- prejudice the prevention, detection or prosecution of a crime; or
- lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.

Consent should not be sought if the school is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

Keeping Children Safe in Education (2021)

- *Paragraph 85. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.*
- *Paragraph 86. Further details on information sharing can be found:*
 - *in Chapter one of Working Together to Safeguard Children, 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. The seven golden rules for sharing information will be especially useful*
 - *at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department*
 - *in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.*

4. The Governing Body

The nominated Safeguarding Governor for child protection at the school is Margaret Moore.

The nominated Safeguarding Governor is responsible for liaising with the Head teacher / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.

The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.

The DSL and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. **The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.**

The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/RSCB. The return must be signed by the Chair of Governors to confirm that it is an accurate reflection of the safeguarding arrangements of the school.

The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school's safeguarding arrangements.

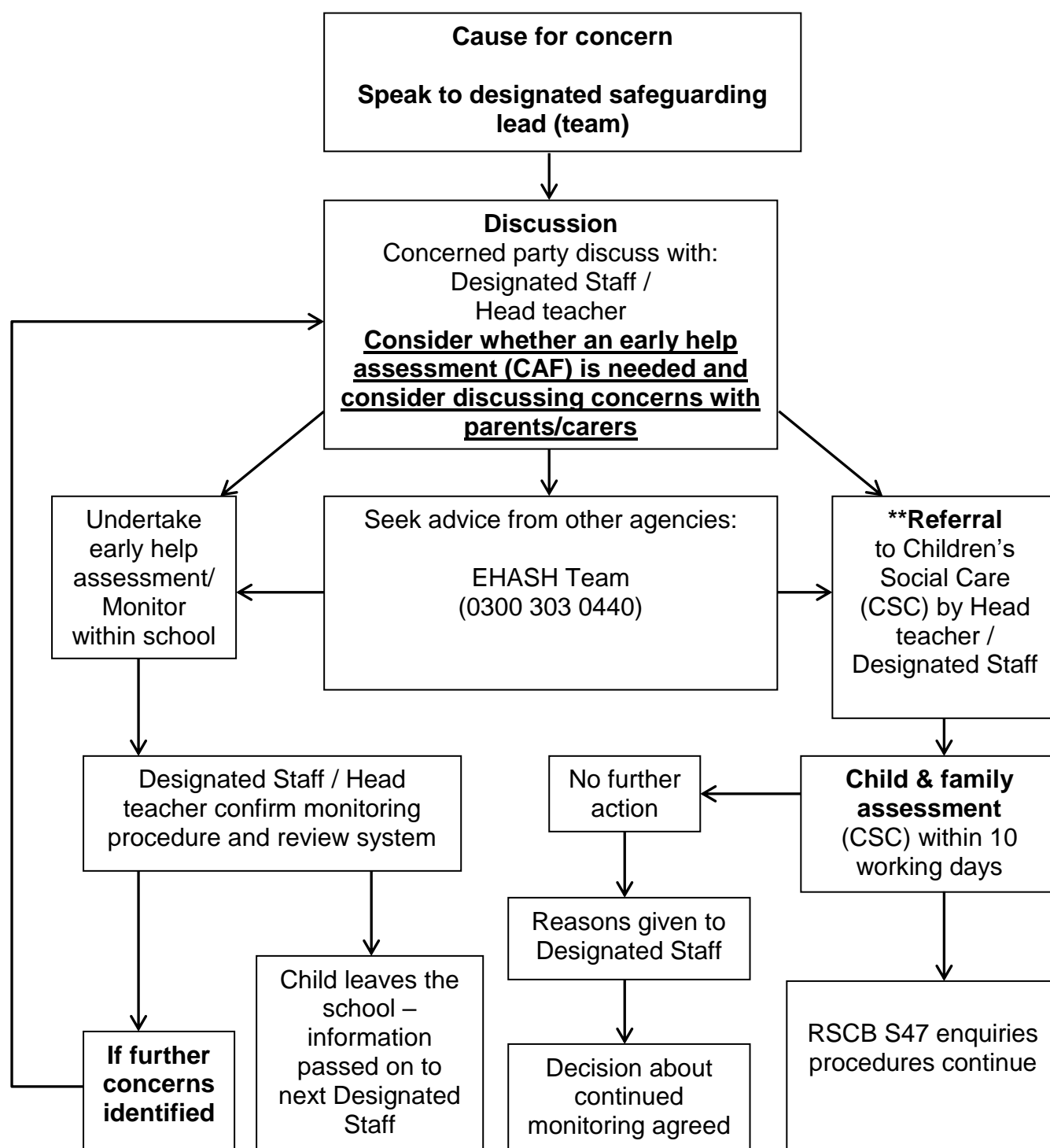
The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher.

In the event of allegations of abuse being made against the head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the local authority designated officer (LADO) **within one working day.**

Under no circumstances should the school's governors be given details of individual cases. Governors may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

Governors will ensure that appropriate internet filters and appropriate web-use monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school's IT system.

5. Summary of in-school procedures to follow where there are concerns about a child



** If unhappy about the outcome of the referral to Children's Social Care, please refer to: RSCB Local Protocol: Concerns Resolution.

6. Working with Parents and Other Agencies to Protect Children

Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the RSCB procedures and contact CSC Duty and Advice team to discuss their concerns.

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek consent/to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

Parents/carers are informed about our child protection policy through: school prospectus, website, newsletters etc. A safeguarding/child protection statement is prominent in the school foyer/reception area.

6.1 Multi-Agency Work

We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and CSC. Requests for service to CSC should (wherever possible) be made, by the Safeguarding Designated Staff, to the CSC advice and duty team. Where a child already has a child protection social worker, the school will immediately contact the social worker involved or, in their absence, the team manager of the child protection social worker.

We will co-operate with CSC in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.

We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan school will contribute to the preparation, implementation and review of the plan as appropriate.

7. Our Role in the Prevention of Abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

7.1 The Curriculum

Relevant issues will be addressed through the PSHCE curriculum, including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation (CSE), female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti-bullying so that all children recognise when they are at risk and how to get help when they need it. Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art and assemblies. All users of the school's ICT system are required to agree to an 'Acceptable Use Policy' upon log in. The school uses Impero as an ICT system filtering service; personal electronic devices are only allowed during curriculum time if being used as part of a formally structured activity.

7.2 Other Areas of Work

All our policies that address issues of potential harm, e.g. Anti-Bullying, Equal opportunities, E-Safety, Behaviour will be linked, to ensure a whole school approach. Our child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

8. Our Role in Supporting Children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

In cases where children have experienced abuse/abused others, an individual pastoral support plan will be devised, implemented and reviewed regularly should the pupil require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record ([Ref. Appendix 4](#)).

8.1 Children with Additional Needs

Cardinal Langley RC High School recognises that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there are/have previously been child protection concerns, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing body.

8.2 Children in Specific Circumstances

This school follows the RSCB online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined below:

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- 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)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

8.3 Female Genital Mutilation: The Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Under the mandatory reporting requirements teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate (KCSiE, September 2021).

A girl at immediate risk of FGM may not know what is going to happen but she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

A girl or woman who's had female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

FGM can be extremely painful and dangerous. It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases.

8.4 Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members, groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

PREVENT is part of the UK's counter-terrorism strategy. It focusses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and

subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

8.5 Responding to Concerns

If staff are concerned about a change in the behaviour of an individual or see something that concerns them **(this could be a colleague too)** they should seek advice appropriately with the DSL who should contact the EHASH Team or the Local Authority Prevent Lead for further advice ([Ref: Appendix 8](#)).

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education & Early Years Child Protection Team and the PREVENT lead can advise and identify local referral pathways.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure as a minimum that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

8.6 Peer-on-Peer Abuse

Please refer also to the [peer on peer abuse addendum](#) at the end of this document.

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sexting, initiation/hazing and inappropriate/harmful sexualised behaviours.

Upskirting is where somebody takes a photo under a person's clothing, without their permission or knowledge, with the intention of viewing their private parts (with or without underwear) to obtain sexual gratification or to cause humiliation, distress or alarm. Upskirting is a criminal offence. It is important to note that any gender can be a victim – you do not have to wear a skirt to be upskirted; eg male students changing for PE, one takes a picture of another unclothed without permission and shares it via social media to humiliate them. We need to recognise this as a safeguarding issue, not dismiss it as silliness.

Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others an AIM (Assessment, Intervention, Moving On) checklist must be completed and contact made with Children's Social Care if appropriate ([Ref: Appendix 6](#)). Good practice dictates that there should be a co-ordinated multi-agency approach through a MARF to respond to their needs, which will include, parent/carers, youth justice (where appropriate), children's social care and health.

We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

9. Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the Rochdale Children's Services LA procedure [Rochdale BC Children Missing from Education](#). Contact: CME Team at RBC.

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who are absent/ go missing, 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 ([Ref: Appendix 9](#)).

We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Statutory Guidance on Children Missing Education for LAs Dfe Sept 2016](#)

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection.

The DSL should complete the CSE checklist tool for partners ([Ref: Appendix 8](#)) and refer to the table at the end of the tool to help decide how to proceed a copy of the completed tool must be kept in the child's child protection records for future reference.

If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about sexual exploitation.

A copy of the CSE checklist tool for partners can be obtained from RSCB.

We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

10. A Safer School Culture

Governors have agreed and ratified the following policies which must be read in conjunction with this policy.

Cardinal Langley RC High school's Whistle Blowing/Confidential reporting policies provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

10.1 Safer Recruitment, Selection and Pre-Employment Vetting

The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2021).

The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. ([Ref: Appendix 5](#)).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

The school will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training as recommended by the Local Authority RSCB.

The school will ensure that a person who is prohibited from teaching will not be appointed to work as a teacher in the school.

The school will ensure that where relevant employed individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

The school will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out risk assessments can be accessed through the schools HR Advisor/Provider/Contact.

10.2 Procedures in the event of an allegation against a member of staff or person in school

These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:-

- a) behaved in a way that has harmed a child or may have harmed a child
- b) possibly committed a criminal offence against or related to a child
- c) behaved in a way that indicates s/he is unsuitable to work with children

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical: Includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional: Includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual: Includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect: May include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment, etc.

A safeguarding complaint that meets the above criteria must be reported to the Head teacher immediately. If the complaint involves the head teacher, then the next most senior member of staff must be informed and the Chair of Governors. The head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head teacher **should not** carry out the investigation itself or interview pupils. As part of this initial consideration, the Head teacher should consult with their schools HR Advisor/provider/contact who will then contact the Local Authority Designated Officer (LADO), **within one working day**.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Head teacher /a senior member of school staff / Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations will be referred to the DBS. The school will keep written records of all of the above.

LADO Contact: lado@rochdale.gov.uk

using <https://www.rbscp.org/professionals/allegations-management/>

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

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 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

10.3 Training and Support

All staff members should be aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's child protection policy; the school's safer working practice document, the school's whistleblowing procedures and the DSL and their cover or nominated deputy.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from (the safeguarding team). Early Help Advisors are also available for advice and support (Tel: 0300 303 0440).

Designated Safeguarding staff must have attended the Working Together to Safeguard Children and Young People Course. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education and Early Years Safeguarding Team and the RSCB.

The Head teacher will attend appropriate safeguarding training at least every three years.

Governors, including the nominated Governor will attend specific training for their role, updated at least every three years.

A print out of the school's training history can be obtained from the Children's Services Education and Early Years Safeguarding team. This will record all training accessed through the local authority Education and Early Years Safeguarding Team and the RSCB.

Any training accessed through third party/independent providers must reflect the RSCB protocols and the RSCB minimum standards checklist. This training should be recorded by the school on a separate database.

10.4 Professional Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

Cardinal Langley RC High School recognises that the only purpose of confidentiality in this respect is to benefit the child.

Appendix1

Definitions and indicators of abuse

Reference: [Working Together to Safeguard Children \(DfE 2018\)](#)

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

Physical abuse: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. **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. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.**

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds

- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

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

involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Reference: What to do if you are worried a child is being abused (DfE 2015)

Child Sexual Exploitation:

The definition of child sexual exploitation is as follows:

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

Responses from Parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home

- Violence between adults in the household

Children with Disabilities

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

The Criminal Exploitation of Children

Child criminal exploitation is increasingly used to describe a type of exploitation where children are involved, and is defined as:

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

We will use the guidance [County Lines Guidance](#) to understand the nature of this harm to enable practitioners to recognise its signs and respond appropriately so that potential victims get the support and help they need.

Honour-Based Violence

Honour-based violence is a violent 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. **It may not always involve physical violence and can also involve non-violent forms of abuse.** For example, 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

Appendix 2

Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards:

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Care without delay, by the Head teacher / designated safeguarding lead/staff using the correct procedures as stated in the guidelines.

Appendix 3

Chronology of key events

Strictly Confidential

Guidance Notes: What was our involvement with this child and family?

Construct a comprehensive chronology of involvement by the agency and/or professional(s) in contact with the child and family over the period of time set out in the review’s terms of reference. Briefly summarise decisions reached, the services offered and/or provided to the child (ren) and family, and other action taken.

Name of child.....

Class / Tutor group.....

Date	Event – CFC/Meeting/Telephone Call/Email/Review	Names of family member/professional involved.	Outcome/Follow up action

Appendix 4

SMART Plan

Example: Overview of Child Protection Support/SMART Plan

Child Protection Pupil Support Plan Information		Name of Pupil:	
Current Care/living arrangements			
Support needs identified			
Support/Intervention			
Type of support/intervention	Provider	Start Date	End Date
Agencies Involved			
Name of professional	Agency	Email	Telephone

Appendix 5

Recruitment and Selection Checklist

Pre-interview:	Initials	Date
Documentation - Job specification and description includes relevant statements about references, etc.		
Vacancy advertised (where appropriate). Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked.		
Applications on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment and signed to confirm that the applicant accepts the content is true.		
Two References: Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy.		
Interview arrangements - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards.		
Interview - Explores applicants' suitability for work with children as well as for the post.		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure.		
Conditional offer of appointment: pre appointment checks Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period.		
Identity - copies of relevant documents kept in file.		
Qualifications - copies of relevant documents kept in file.		
Permission to work in UK, if required.		
DBS certificate - where appropriate satisfactory DBS certificate received.		
DBS Barred list – person is not prohibited from taking up the post.		
Childcare (Disqualification) Regulations 2009 - For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals caught up in these regulations are not disqualified under the Childcare (Disqualification) Regulations 2009.		
Health – the candidate is medically fit.		
Prohibition – (for teaching posts in any type of school) the teacher has not been included in the prohibition list or interim prohibition list.		
Qualified Teacher Status (QTS) – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body.		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
Child Protection training and others such as H&S induction, Safe Working Practice, etc.		

Appendix 6

CSE Response Checklist

1 Warning Signs

When a young person is being sexually exploited they may exhibit a range of types of behaviour or warning signs that might indicate that they're a victim or at risk of child sexual exploitation.

If you know a young person who is showing some of these signs and you're worried about them please [report it now](#).

You can also see our '[Spot the signs](#)' page for young people.

Appearance and Behaviour

- Physical symptoms (bruising suggestive of either physical or sexual assault)
- Evidence of drug, alcohol or substance misuse
- Volatile behaviour / mood swings / use of abusive language
- Truancy/disengagement with education or change in performance at school
- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity
- Physical aggression towards others
- Change in appearance / always tired

Sexual

- Sexually transmitted infections / pregnancy / seeking an abortion
- Sexually risky behaviour
- Sexual / unexplained relationships with older people
- History of abuse or neglect
- Domestic violence / parental difficulties
- Clothing – inappropriate for age, borrowing clothing from others
- Reports that the child has been seen in places known to be used for sexual exploitation

Relationships

- Entering or leaving vehicles driven by unknown adults
- Hostility in relationship with parents/carers and other family members
- Reports to suggest the likelihood of involvement in sexual exploitation (e.g. from friends or family)
- Associating with other young people who are known to be sexually exploited
- Inappropriate use of Internet – & forming relationships, with adults
- Phone calls, text messages or letters from unknown adults
- Adults or older youths loitering outside the child's usual place of residence

Missing / Homelessness

- Truancy
- Placement breakdown
- Persistently missing, staying out overnight or returning late
- Returning after having been missing, looking well cared for in spite of having no known home base
- Missing for long periods, with no known home base
- Going missing and being found in areas where the child or young person has no known links

Financial

- Petty crime e.g. shoplifting, stealing.
- Having keys to other premises.
- Expensive clothes, mobile phones or other possessions without explanation.
- Accounts of social activities requiring money.
- Possession of large amounts of money with no plausible explanation.

2 Speak to the EHASH Team and/or local specialist CSE team

Local child sexual exploitation teams made up of specialists from the police, NHS, and social care can give you lots of help and advice if you're worried about yourself or someone else. They can also provide information and support to parents or local businesses. sunrise.rochdale@gmp.pnn.police.uk

3 Report it to the Police

Child sexual exploitation is against the law.

- If you or someone you know is in **immediate** danger, dial 999
- Report child sexual exploitation to the police by dialing 101

Harmful Sexual Behaviour Response Checklist

HSB - Initial Response

Sexual incident occurs with the school setting



Designated staff to complete cause of concern and record;

- Nature of sexual behaviour observed/disclosed
- Relationship between the children/young people involved
 - What was the reaction of the aggrieved?
- What was the reaction of the child when challenged on their behaviour?
 - What was the context within the behaviour occurred?



Complete the CSE Checklist: CSE Education Guidelines;

- Two members of staff to complete the checklist; designated CP lead to be one member
 - Use the cause for concern sheet to inform the checklist
 - Child checklist - page 38/39
 - Adolescent checklist - page 41/42
 - SEN checklist - page 45/46
 - Complete Chronology template from guidelines



Checklist outcome and response

Healthy /Low
Problematic

- If checklist results are: healthy, low problematic use your school behaviour policy, expectations and resources from the CSE curriculum tools section of your CSE guidance.
- Continue to monitor behaviours and support young person.

Medium
Problematic
/Harmful

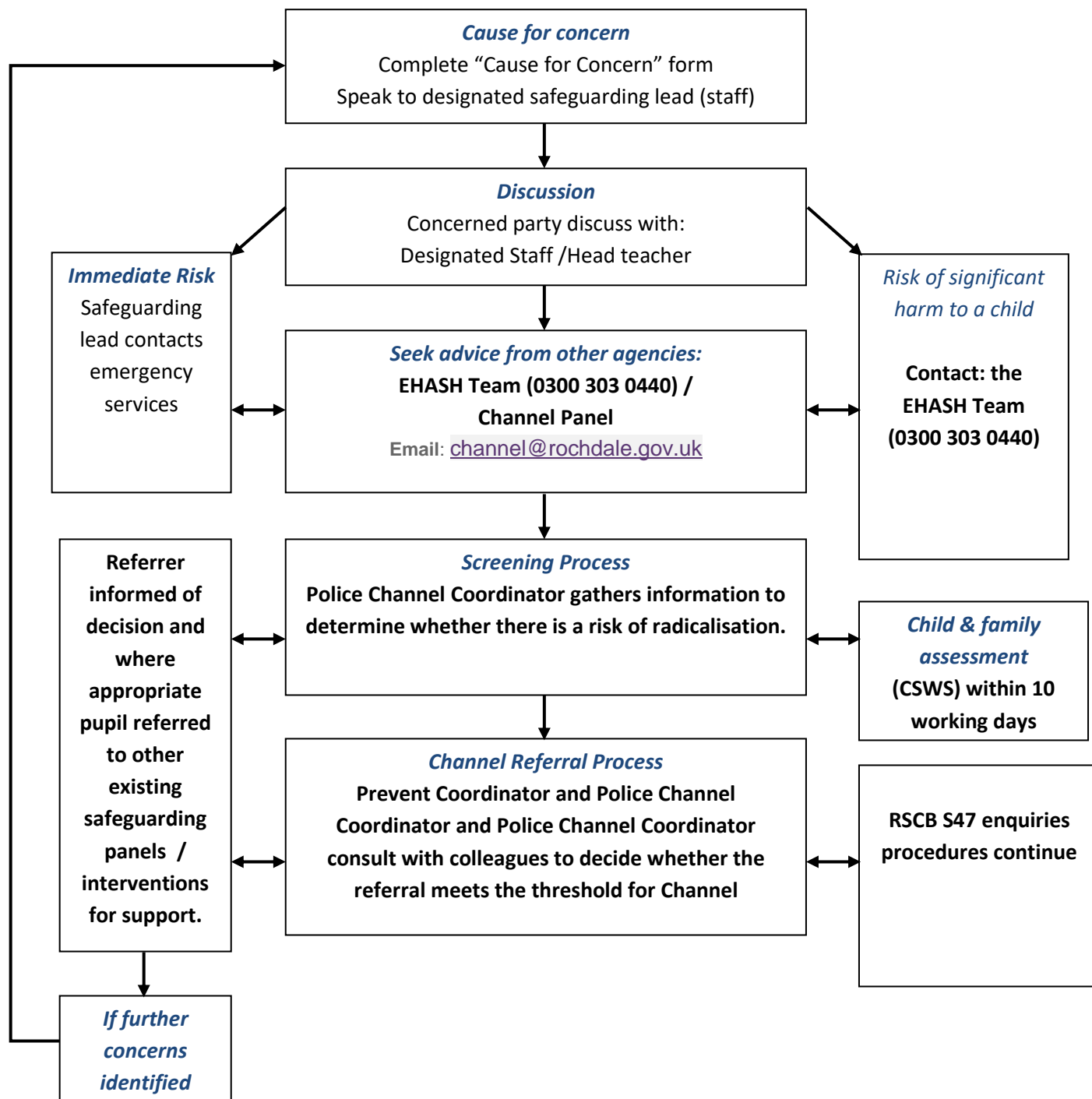
- If checklist results are: medium Problematic to Harmful, seek support from the Education and Early Start Safeguarding Team, Parents will need to be informed and A referral to social care **MUST** be made.
- Medium Problematic to Harmful - A Smart Plan assessment may need to be undertaken with either the Education or Safeguarding Team or the Health and Safety Team.
- Smart Plan to be reviewed three monthly & de-escalation of supervision to occur when appropriate

Further information and relevant guidance documents referred to, are available electronically from The Rochdale Safeguarding Page and directly upon request from RSCB.

Appendix 8

Radicalisation Response Checklist

Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



Further information and relevant guidance documents referred to, are available electronically from The Rochdale Safeguarding Page and directly upon request from RSCB.

Appendix 9

Missing from School Response Checklist

Referral pathway for reporting children and young people missing /absconded during the school day

- Teacher reports child missing to Call SLT and Attendance \Officer (J Butterworth).
- Member of SLT on patrol conducts a search and Attendance Officer notifies parent/carer.
- If the child is found, contact home; refer to PAL and/or Key Worker for intervention, support and/or sanction.
- If, following the search, the child is not found, check cameras located on all exits. Notify parents and ring 101 to report the child missing, if child is seen leaving school. If the child cannot be seen leaving school, await the registration of the next period and follow missing child procedure if not present.

*Please use your professional judgement - consider recent events and precipitating factors; vulnerable children will need other agencies' involvement.

Covid-19 Addendum (From April 2020)

KEY AREA	CONTENT
Maintaining links with safeguarding partners	<ul style="list-style-type: none"> The school will check briefings from the DfE, Rochdale MBC, RBSCP and CSC.
Referrals to CSC and LADO	<ul style="list-style-type: none"> Any concerns about harm to children are subject to consultation with the LADO as in normal operating (email LADO@Rochdale.gov.uk). CSC can be contacted on 0300 303 0440 (0300 303 8875 out of office hours) and ehash@rochdale.gov.uk The Early Help Advice Line and EHASH professionals are still available and will be used for advice about threshold and wider safeguarding concerns.
Designated Safeguarding Lead	<ul style="list-style-type: none"> If the DSL (Angela Williams) is not available on site, staff with a concern should: <ul style="list-style-type: none"> ➤ email awilliams@clrchs.co.uk and cc safeguarding@clrchs.co.uk ➤ or speak to the member of SLT leading that day who will coordinate safeguarding arrangements with a member of the safeguarding team (Claire Flitcroft, Jim Sweeney, Kate Foster, Andy Eadie, Bev Ashton). Children in our setting – we will ensure that if children from another school are being cared for on our site or vice versa then links will be in place between the respective DSL functions to share information. All staff from other settings will be provided with a CLRCHS Safeguarding handbook to ensure arrangements to ensure that all staff who are not familiar with the setting know who to speak to if they have concerns about a child. We will have arrangements to ensure that all adults on school site understand the schools commitment to acting immediately in response to any safeguarding concerns
Supporting Vulnerable Children (allocated to a social worker)	<ul style="list-style-type: none"> The safeguarding team will continue to liaise with CSC regarding TAF meetings and core group/ICPCC meetings. The Safeguarding Team update DSL regarding twice weekly contact with families/social workers. Any new social worker contacts will be sourced through the Early Help Advice Line and EHASH professionals Carers/social workers of all looked after children and those becoming looked after will receive twice weekly contact from the designated teacher for CLA who also has contact arrangements for the VHTs.
Supporting potentially Vulnerable Children (not allocated to a social worker)	<ul style="list-style-type: none"> The safeguarding team, through consultation with families, teachers, NHS and police, hold a database of families needing support despite the child not meeting the DfE criteria of ‘vulnerable’. This database is updated weekly through constant contact with families and all professionals. The Safeguarding team and PALs maintain contact / support and identify any concerns in such families through bespoke telephone and email updates with parents and professionals (daily, twice weekly, weekly contact depending on need).

KEY AREA	CONTENT
	<ul style="list-style-type: none"> The Safeguarding team are in constant contact with professionals from partner agencies (Early Break, School Nurse, Closing the Gap, ACE) to support and identify any concerns in families.
Peer on peer abuse	<ul style="list-style-type: none"> Children and parents are advised and urged to email the Safeguarding team for a response to any concerns related to peer on peer abuse between children who do not ordinarily attend our school or are being looked after by adults who do not know them well
Online Safeguarding	<ul style="list-style-type: none"> All video conferencing sessions (lessons, form group meetings) will be performed in a group format (no one-to-one sessions) and will be recorded for safeguarding purposes All parents receive regular reminders of how to report/support children who are not physically attending school regarding online activity Impero Alerts continues to monitor the use of school based systems Parents are advised to help keep their children safe online at this time through regular updated guidance from school with contacts from external agencies where appropriate. As well as reporting routes back to the school, we also regularly signpost children to age appropriate practical support from the likes of: <ul style="list-style-type: none"> ➤ Childline - for support ➤ UK Safer Internet Centre - to report and remove harmful online content ➤ CEOP - for advice on making a report about online abuse
Children with specific health needs	<ul style="list-style-type: none"> Children with an EHCP receive twice weekly contact from the Additional Need Coordinator. PALs' use of their databases of lower level vulnerable children (including those with a medical condition) includes bespoke contact regarding management of conditions.
Safer Recruitment & use of Volunteers	<ul style="list-style-type: none"> A member of SLT (trained in Safer recruitment) must be present to safely recruit and oversee volunteers with reference to para 183-188 of KCSIE New staff, staff relocated to the school, and volunteers are provided with a CLRCHS handbook to understand the staff code of conduct Any volunteers are individually risk-assessed by a member of SLT (trained in Safer recruitment).
Operation Encompass	<ul style="list-style-type: none"> Any Operation Encompass notifications will be discussed by the Safeguarding team to consider what further actions are required as they would in normal working, including speaking to parents and seeking advice from EHASH.

Named person responsible for ensuring staff are aware of the above:

DSL NAME: Angela Williams

DATE: 2nd April 2020

Named governor aware of the school/colleges interim arrangements:

GOVERNOR NAME: Margaret Moore

DATE: 2nd April 2020

Peer on Peer Abuse/Sexual Harassment and Violence - Addendum from September 2021

Introduction

At Cardinal Langley, we recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as trivial. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond.

In cases where peer on peer abuse is identified, we will follow our child protection procedures taking a contextual approach to support all children and young people who have been affected by the situation.

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

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and E-Safety safety policy. This Appendix concentrates on peer on peer abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2020) and should be read in conjunction with the Rochdale Borough Safeguarding Children Partnership's Safeguarding procedures and any relevant Practice Guidance issued by it.

Aims

This Appendix will: -

- Set out our strategies for preventing, identifying and managing peer on peer abuse
- Take a contextual approach to safeguarding all children and young people involved.
- Acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

We understand peer on peer abuse sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can be very

distressing and have an impact on academic achievement and emotional health and wellbeing. Sexual harassment and sexual violence may also occur online and offline.

The Context

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this Appendix we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB). We are adopting the NSPCC definition of HSB as: - "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult." We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours (Appendix 1) and the Brook Traffic Lights (appendix 2).

Vulnerable groups

We recognise that all children can be at risk, however, we acknowledge that some groups are more vulnerable. This can include:

- experience of abuse within their family;
- living with domestic violence;
- young people in care;
- children who go missing; children with additional needs (SEN and/or disabilities);
- children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

Whist research tells us girls are more frequently identified as being abused by their peers and girls are more likely to experience unwanted sexual touching in schools, this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Responding to Alleged Incidents

Responding to reports of sexual violence and sexual harassment

All reports of peer on peer abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to a report

- We will take all reports seriously and will reassure the victim that they will be supported and kept safe
- All staff will be trained to manage a report
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later
- Where the report includes an online element we will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present. The DSL will be informed as soon as possible.

Risk Assessment

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

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children (and, if appropriate, adult students and staff) in school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (written or electronic say where these are filed) and be kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with EHASH.

Action following a report of sexual violence and/or sexual harassment

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;

- Are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context?

Follow up Actions

Children sharing a classroom: whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police:

- The perpetrator will be removed from any classes they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Options to manage the report

Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored on CPOMS.

2. In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to EHASH following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

Any report to the police will generally be made by school or through EHASH as above. The designated safeguarding lead will follow local processes for referrals. Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. Where a report has been made to the police, the school or college will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best

way to protect the victim and their anonymity. Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation. The end of the criminal process If a child is convicted or receives a caution for a sexual offence, we will update our risk assessment, ensuring relevant protections are in place for all children. We will consider any suitable action following our behaviour policy. If the perpetrator remains in school, we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other students in school. We will ensure all children involved are protected, especially from any bullying or harassment (including online). Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Support for Children Affected by Sexual-Assault

Support for victims of sexual assault is available from a variety of agencies. We will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family. If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move. Where there is a criminal investigation the alleged perpetrator will be removed from any shared classes with the victim and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children concerned and should not be perceived to be a judgement of guilt before any legal proceedings. We will work closely with the police. Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so.

In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other students). Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements will be kept under review.

Physical Abuse

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from students to students can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority. When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

Online Behaviour

Many forms of peer on peer abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour can be found in our Anti- Bullying policy, E-Safety policy, and Child Protection policy.

Prevention

Our school actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- Educating all Governors, Senior Leadership Team, staff and volunteers, students, and parents about this issue. This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it.

This includes:

- a) Contextual Safeguarding
 - b) The identification and classification of specific behaviours
 - c) The importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing.
- Educating children about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum.
- Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- They are regularly informed about school's approach to such issues, including its zero tolerance policy towards all forms of peer-on-peer abuse.
- Engaging parents on this issue by:
 - a) Talking about it with parents, both in groups and one to one
 - b) Asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks
 - c) Involving parents in the review of School policies and lesson plans
 - d) Encouraging parents to hold the School to account on this issue.
- Ensuring that all peer-on-peer abuse issues are fed back to our safeguarding team so that we can spot and address any concerning trends and identify students who may be in need of additional support
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom)
- Working with Governors, Senior Leadership Team, all staff and volunteers, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community
- Creating conditions in which students can aspire to and realise safe and healthy relationships;
- Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to
- Responding to cases of peer-on-peer abuse promptly and appropriately.

Multi-agency working

The School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with Rochdale Borough Safeguarding Children Partnership (RBSCP), Rochdale's Safeguarding Hub (EHASH), children's social care, other relevant agencies and other schools. The relationships we have built with these partners are essential to ensuring that we are able to prevent, identify early and appropriately handle cases of peer-on-peer abuse. They help the School

- a) To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist
- b) To ensure that our students can access the range of services and support they need quickly
- c) To support and help inform our local community's response to peer-on-peer abuse
- d) (d) To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our students.

The School actively refers concerns/allegations of peer-on-peer abuse where necessary to relevant agencies. Children resident out of county but attending a Rochdale school will be reported to their home MASH or equivalent Social Care. In cases involving children who are subject to risk, harm and abuse and who have LAC status, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

Peer on Peer Abuse Addendum - Appendix A

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour>

Peer on Peer Abuse Addendum - Appendix B

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual

- behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
-
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children

- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,

- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members

- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex