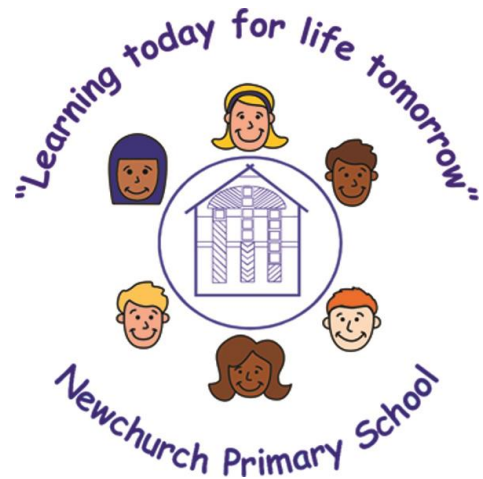


THE FEDERATION OF NETTLESTONE & NEWCHURCH PRIMARY SCHOOLS



CHILD PROTECTION POLICY

Date Agreed: March 2020

Review Date: September 2020

A handwritten signature in blue ink, appearing to read "DMF Botell".

Signed: _____

Chair of Board of Governors

The Federation of Nettlestone & Newchurch Primary School

Child Protection Policy Author Kirsty Howarth & Becky Edmonds

March 2020

Child Protection Policy and Procedures

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
8	September 2017	KJH/MM	FGB	Annual Update
9	March 2018	KJH/BE		6 monthly review Link to IOW Neglect Strategy Link to Sexual Violence and Sexual Harassment between Children in Schools and Colleges Dec 2017 and updated definitions of Sexual Violence and Harassment Link to Child Sexual Exploitation Document Feb 2017 Update of key personnel details
10	September 2018	KJH/BE	FGB	Update in line with Keeping Children Safe in Education Sept 2018 and LSCP model policy.
11	March 2019	KJH/BE	FGB	GDPR compliant Inclusion of reference to CPOMS
12	September 2019	KJH/BE	FGB	Update in line with revised KCSIE Sept 2019
13	March 2020	KJH/BE	FGB	

The Federation of Nettlestone and Newchurch Primary School
Child Protection Policy

Policy Statement

The Governing Body of the Federation of Nettlestone and Newchurch Primary Schools recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment in both schools underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned and an audit of statutory duties and associated responsibilities is completed within each school to ensure that we are keeping our children safe in education.

The purpose of this policy is to provide staff, volunteers and Governors with the framework they need in order to keep children safe and secure in our schools and to inform parents and guardians how we will safeguard their children whilst they are in our care. Specific is available to staff within the procedure documents.

Definitions

Within this document:

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the Federation, full time or part time, in either a paid or voluntary capacity. This also includes parents, volunteers and local governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our Federation; however the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these are given within the procedure document.

Aims

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the Federation.
- To demonstrate our commitment to protecting children.

Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance either within the Federation or within the community taking into account contextual safeguarding in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the Federation will work openly with parents as far as possible, the Federation reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests.

Leadership and Management

We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

Across this Federation any individual, including parents and visitors can contact the Designated Safeguarding Lead or the Deputy if they have concerns about a child.

The **Designated Safeguarding Lead** is **Kirsty Howarth** with Deputies in each school being **Anna Jacobs** at Nettlestone Primary School and **Joanne Payne** at Newchurch Primary School. **Caroline Martin** is also a DSL working across the Federation. There is a nominated safeguarding governor who is **Becky Edmonds** who will take leadership responsibility for safeguarding. The Chair of the Federation Governing Body David Botell will receive reports of allegations against the Executive Headteacher and act on the behalf of the governing body in this respect.

As an employer we follow safer recruitment guidance as set out in [Keeping Children Safe in Education September 2019](#).

Training

All staff across the Federation are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training for all staff is regularly updated, and at least annually, with separate training provided to all new staff on appointment. The DSL's will attend refresher training at least every two years to enable them to fulfil their role. Any update in national or local guidance will be shared with all staff.

All staff members will receive regular safeguarding and child protection updates. This policy will be updated during the year to reflect any changes brought about by new guidance.

Date of DSL Training/Refresher: 18th September 2019 (Kirsty Howarth)

Date of DSL Training/Refresher: 3rd December 2019 (Anna Jacobs)

Date of DSL Training/Refresher: 14th January 2020 (Joanne Payne)

Date of DSL Training/Refresher: 18th September 2019 (Caroline Martin)
Date of Governor Training / Refresher: 15th September 2019 (Becky Edmonds)
Date of last all staff annual training: 2nd September 2019

Referral

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. With consultation of [4LSCP threshold document](#) if evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care. If the DSL or their deputy/ies is/are not available or there are immediate concerns, the staff member will refer directly to Multi Agency Safeguarding Hub. Any staff member can make a referral directly to the Multi Agency Safeguarding Hub.

If parents have a concern about a child, they should raise this with the DSL, or any other member of staff in the absence of the DSL.

If anyone other than the DSL makes the referral they should inform the DSL, as soon as possible.

Generally, the DSL will inform parents prior to making a referral however there are situations where this may not be possible or appropriate particularly if informing the parents/carers would place the child at further risk.

Female Genital Mutilation (FGM)

The exception to the referral process above, will be in those cases of known **FGM** (either through disclosure by the victim or visual evidence) where there is a mandatory requirement for the teacher to **report this directly to the police**. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should also discuss any such case with the DSL and involve Multi Agency Safeguarding Hub as appropriate.

The duty applies to cases directly disclosed by the victim; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the police is not mandatory. Any such disclosure should, however, be handled in line with wider safeguarding responsibilities.

The reporting duty can be found here: [FGM Mandatory Reporting Procedures](#)

Further information about FGM, can be found in the Safeguarding Policy.

Post Referral

If after a referral to Multi Agency Safeguarding Hub the child's situation does not appear to be improving, the DSL (or the person that made the referral) should challenge for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a further referral to Multi Agency Safeguarding Hub if the child's situation doesn't appear to be improving.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the '[information sharing advice for practitioners DfE 2015 guidance](#)'.
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Information will be shared within the Federation with individuals who 'need to know'.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.
- As a school we will educate pupils to recognise when they are at risk and how to get help when they need it through the content of the curriculum, the school ethos which helps children feel safe and able to talk freely about their concerns believing that they will be listened to and valued.
- The Data Protection Act 2018 and GDPR do not prevent or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Child Protection Files

These files should be kept securely and separate to a pupils' main file. Where children leave the Federation, the DSL must ensure that their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. The Federation will be proactive in requesting any child protection information for any new pupil joining either school. The federation uses CPOMS (Child Protection Online Monitoring and Safeguarding System) to hold and process welfare information digitally and securely as part of a web based system. Data can be accessed and transferred easily and securely.

Dealing with allegations against staff, local governors or volunteers

If a concern is raised about the practice or behaviour of a member of staff, governor or volunteer, this information will be recorded and passed to **Kirsty Howarth**. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed.

If the allegation is against the Executive Headteacher, the person receiving the allegation will contact the LADO or Chair of the Governing Body.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime within the Federation and that such concerns will be taken seriously by the senior leadership team.

Protected disclosure (whistleblowing) procedures are in place for such concerns to be raised.

[IOW Council Whistleblowing Policy](#) or the NSPCC Whistleblowing Helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 0280285 (8am -8pm Mon-Fri).

Dealing with allegations against pupils

If a concern is raised that there is an allegation of a pupil abusing another pupil within the Federation, the 'peer on peer abuse' guidance will be followed (Annex 6)

Legal context

Section 175 (maintained schools) or section 157 (independent schools and academies) of the education act 2002.

Children act 2004 & 1989

Guidance

Isle of Wight safeguarding children partnership [protocols and guidance](#)

[Working together to safeguard children 2018](#)

[Keeping children safe in education 2019](#)

[Disqualification under the childcare act 2006 \(2016\)](#)

[FGM mandatory reporting guidance](#)

Review of Policy

As a Federation we will ensure that we have an up-to-date Child Protection Policy, that it is known to everyone working across the Federation and the governing body, that it includes reference to our annual child protection audit and a mid-year review. We will publish our policy on the website of each school to make it easily accessible to parents and carers and also offer paper copies when requested.

Agreed by the Local Governing Body: 11/09/2019

Date of mid-year review: 12/03/2020

Date of annual review: Sept 2020

Roles and responsibilities within the Federation of Nettlestone and Newchurch Primary

Staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Be aware of the process for making referrals to Multi Agency Safeguarding Hub and for statutory assessments under the [Children Act 1989](#) that may follow a referral, along with the role they might be expected to play in such assessments.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults within the Federation whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
- Be prepared to refer directly to social care and the police if appropriate if there is a risk of significant harm and the DSL and/or their deputy is not available.
- Know what to do if a child tells them he/she is being abused or neglected.
- If the disclosure is an allegation against a member of staff they will follow the allegations' procedures (Annex 5).
- Follow the procedures set out by the LSCP (Local Children's Safeguarding Partnership) and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify DSL of any child on a child protection plan / child in need plan who has unexplained absence.
- Be aware of the early help process and be prepared to identify and support children who may benefit from early help.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the designated safeguarding lead and deputy/ies DSL's is/are and know how to contact them.
- Have an awareness of the child protection policy, the behaviour policy, the staff code of conduct and procedures relating to the safeguarding response for children who go missing in education and the role of the DSL.

Senior leadership team responsibilities:

- Contribute to inter-agency working in line with guidance ([working together 2018](#))
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure staff are alert to the various factors that can increase the need for Early Help.
- Working with children's social care, support their assessment and planning processes including Federation attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central record.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the Federation.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), and IOW safeguarding children partnership procedures (LSCP).

Governing Body responsibilities

- That the Federation has effective safeguarding policies and procedures including a child protection policy, safeguarding policy, a staff code of conduct, a behaviour policy and a response to children who go missing in education.
- IOW LSCP are informed annually about the discharge of duties via the safeguarding audit/s.
- Recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Allegations against staff are dealt with by the Executive Headteacher and allegations against the Executive Headteacher are dealt with by Chair of Governors.
- A member of the senior leadership team is designated as DSL and this recorded in their job description.
- Staff have been trained appropriately and this is updated in line with guidance.
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- A nominated governor for safeguarding is identified.

DSL responsibilities

In addition to the role of staff and senior leadership team, the DSL will also follow the role description set out in [Annex B of Keeping Children Safe in Education 2019](#).

In this Federation the DSL is **Kirsty Howarth** and the Deputies are **Anna Jacobs** at Nettlestone Primary School and **Jo Payne** at Newchurch Primary School with **Caroline Martin** supporting across both schools as an additional DSL.

In addition to the role of all staff and senior management team the DSL will:

- Refer cases to social care and police where appropriate in a timely manner avoiding any delays that could place the child at more risk.
- Assist the governing body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL and the Deputy are have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to signs of abuse and responsibility for any concerns about a child to the DSL and concerns about an adult to the Headteacher.
- Ensure whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any member of staff joining the school outside of the agreed training schedule receive induction prior to commencement of their duties.
- Keep records of child protection concerns securely and separately from the main pupil files and use these records to assess the likelihood of risk.
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school.
- Ensure that where a pupil transfers school, and is on a child protection plan, or is a child looked after, their information is passed to the new school immediately and that the child social worker is informed. Consideration is given to a transition prior to moving if the case is complex or ongoing.
- Be aware of the training opportunities and briefings provided by IOWLSCP to ensure staff are aware of the latest local guidance on safeguarding.
- Develop, implement and review procedures within the Federation that enable the identification and reporting of all cases or suspected cases of abuse.
- Meet any other expectations set out for DSL's as per [Keeping Children Safe in Education 2019](#).

The Federation of Nettlestone and Newchurch child protection procedures

Overview

The following procedures apply to all staff working in the Federation and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children including those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks or bumps in children who have limited mobility which include children visiting the sites as well as those who are pupils. Attention will be given to the [LSCP bruising protocol](#), including with regards the bruising on non-mobile infants.

If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information. CPOMS should be updated with information as soon as possible.
2. Report it to the DSL immediately.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL is not immediately available (When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the child will be taken to the accident and emergency unit at the nearest hospital, having first notified the Multi Agency Safeguarding Hub. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention).
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions they were involved in.
 - Any injuries.
 - Explanations given by the child / adult.
 - What action was taken.

- Any actual words or phrases used by the child.
- All concerns, discussions and decisions made and the reasons for those decisions.

The records must be signed and dated by the author or equivalent on CPOMS.

5. In the absence of the DSL or their Deputy be prepared to refer directly to children's social care and the police if appropriate if there is potential for immediate significant harm.

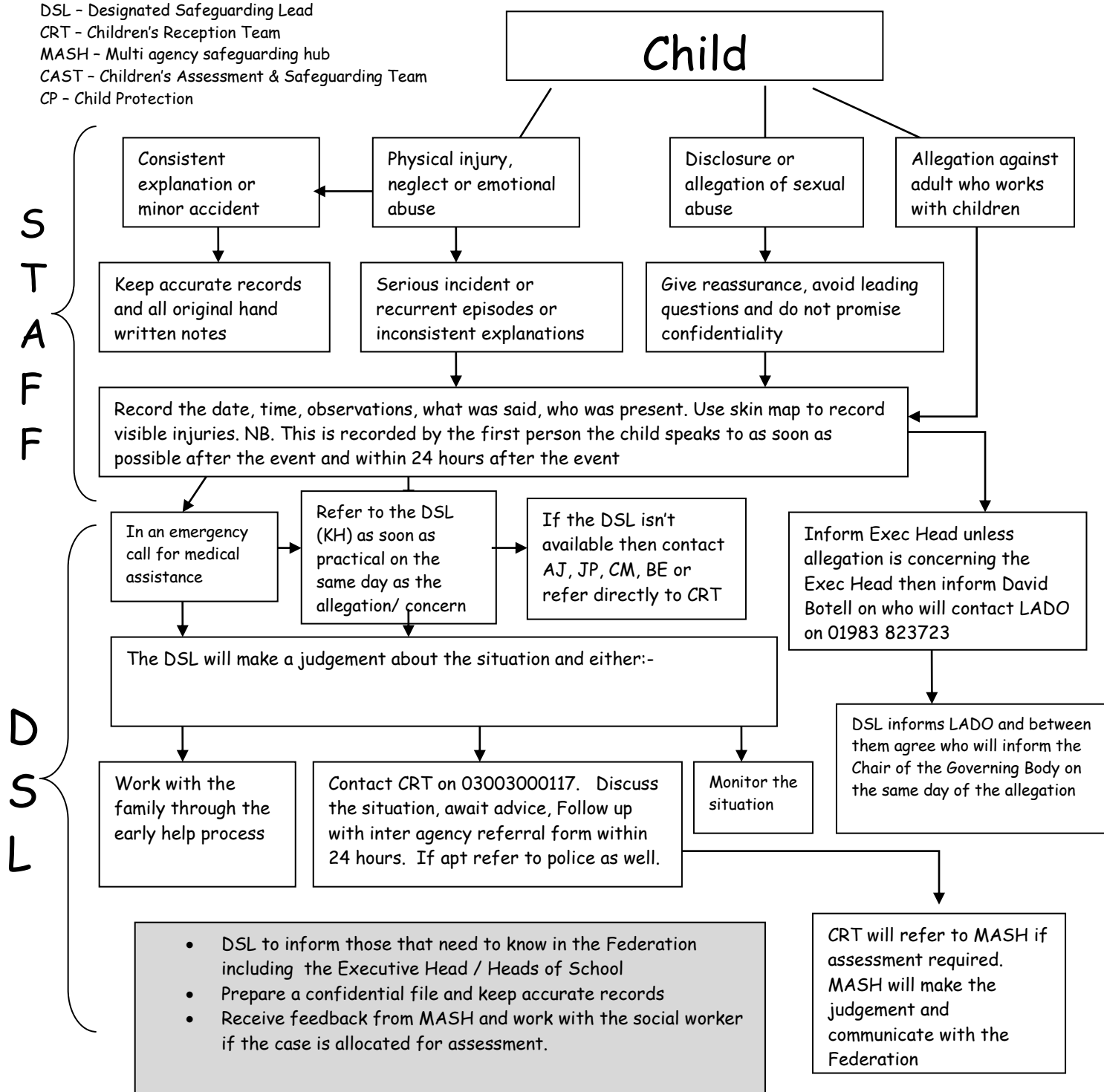
Following a report of concerns from a member of staff, the DSL must:

1. Decide in consultation with the [LSCP threshold document](#) whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to Multi Agency Safeguarding Hub and the police if appropriate.
2. Normally the Federation should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact Multi Agency Safeguarding Hub on 0300 300 0117 and follow up via the [inter agency referral form](#), making a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family
4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process.
5. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL should also notify Multi Agency Safeguarding Hub of the occurrence and what action has been taken.
6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Multi Agency Safeguarding Hub or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
7. When a pupil is in need of urgent medical attention and there is a suspicion of abuse the DSL or head teacher should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that the child requires urgent hospital attention.

Annex 1

Flowchart for child protection procedures


DSL - Designated Safeguarding Lead
 CRT - Children's Reception Team
 MASH - Multi agency safeguarding hub
 CAST - Children's Assessment & Safeguarding Team
 CP - Child Protection



Annex 2

Recording form

THE FEDERATION OF NETTLESTONE & NEWCHURCH PRIMARY SCHOOLS <i>'It could happen here'</i>			
Child's name:			
Date and time		D.o.B	
Child's address			
Family Composition (Contacts for parents/ names of siblings)			
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? use child's words)
<p><u>Remember:</u></p>  <ol style="list-style-type: none">1. <u>T</u>ell me2. <u>E</u>xplain to me3. <u>D</u>escribe to me

Actions taken			
Date	Person taking action	Action taken	Outcome of action - to include names of any team/social worker and advice given

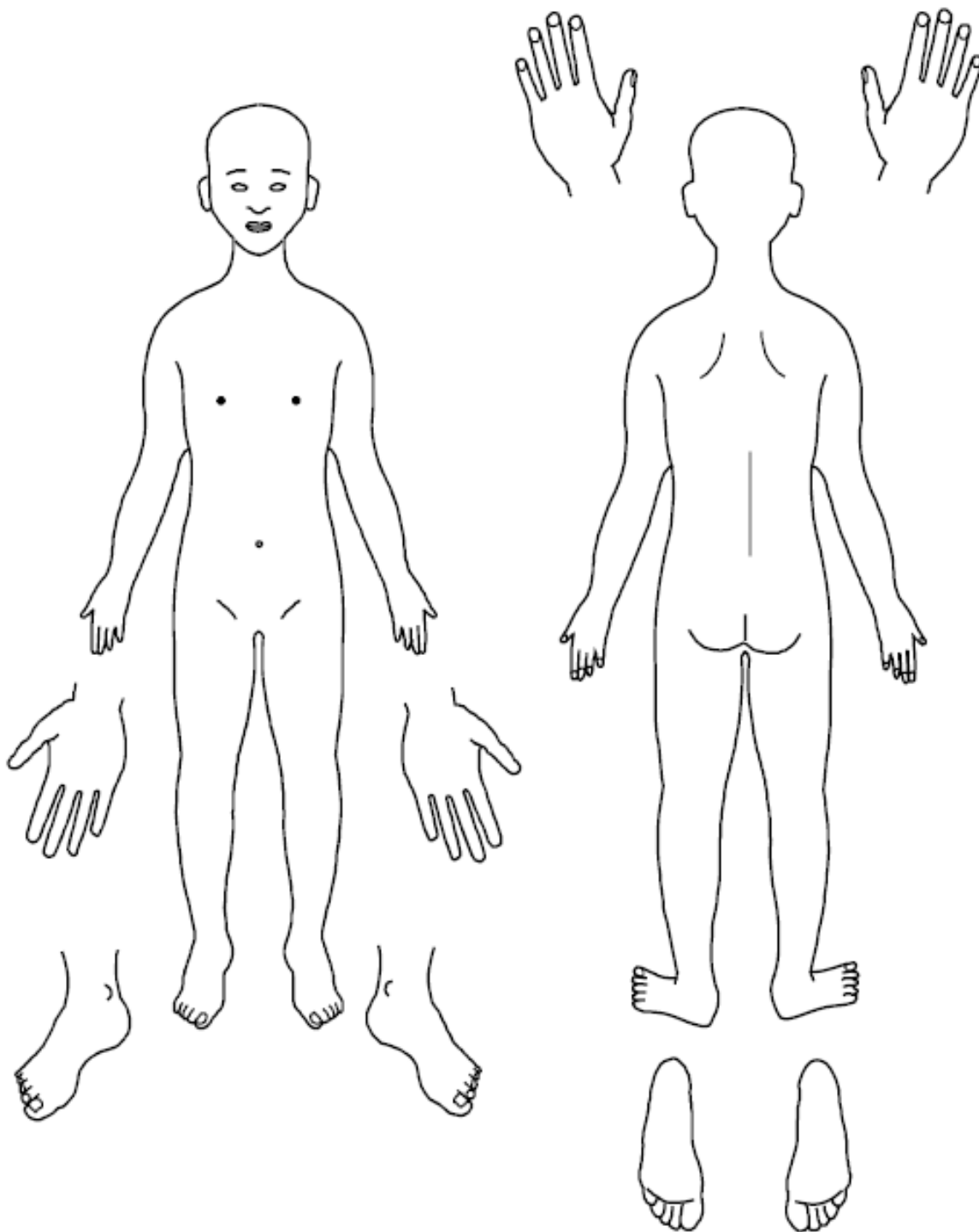
Name:

Designation:

Copied to:

Skin map

Name
of
Child:



Date of birth: _____ Date of recording: _____

Name of completer: _____



Any additional information:

Dealing with disclosures

All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the DSL as soon as possible either in person or via CPOMS
- If you are not able to contact your DSL, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If a staff member believes that their concerns have not been referred on or that the child remains at risk, they should initially ask the DSL to reconsider ensuring that the risks are understood. If this does not result in a satisfactory outcome or the DSL rationale appears to miss the risk to the child then the whistleblowing policy of the Federation should be followed. If the DSL is unhappy with the response from Children's Social Care they should consider escalating their concerns within the local authority.

Receiving a disclosure can be upsetting for the member of staff and the Federation should make provision for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Allegations against adults who work with children

Procedure

Working Together to Safeguard Children (2018) states that organisations should have clear policies in line with those from the LSCP for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice.

Allegations as defined by KCSiE should be reported to the LADO. Complaints or concerns can be managed independently by the school or college under internal procedures.

Complaints could include:-

- Breaches of the Code of Conduct
- Failure to follow policy, procedure or guidance
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include:-

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

This procedure should be used in all cases in which it is alleged a member of staff or volunteer or another adult who works with children in a school has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.**

In dealing with allegations or concerns against an adult in the school:

- Report any concerns about the conduct of any member of staff or volunteer to the Executive Headteacher as soon as possible.
- If an allegation is made against the Executive Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available then the LADO should be contacted directly.
- There may be situations where the Executive Head or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

- Once an allegation has been received by the Executive Headteacher or Chair of Governors they should contact the Local Authority Designated Officer, Amanda Sheen on 01983 823723 or e:mail LADO@iow.gov.uk as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- Inform the parents of the allegation unless there is a good reason not to.

In liaison with the LADO the Federation will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally the LADO will advise the Federation to seek guidance from their personnel / HR provider in following procedures set out in [chapter 4 of Keeping Children Safe in Education \(2019\)](#) and the [LSCP procedures](#).

All staff will be subject to an enhanced DBS certificate check - this includes governors and all volunteers. A sample of these will be revisited every three years.

The Executive Headteacher has a legal duty to refer to the DBS anyone who has harmed, or poses risk of harm, to a child; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Guidance on the referral process can be found at [GOV.UK](#)

In addition to obtaining the DBS certificate anyone who is appointed to carry out teaching work will require an additional check to ensure that they are not prohibited from teaching.

All pre-employment checks undertaken will be recorded on the school Single Central Record.

Please see [Allegations of Abuse Against Staff Policy](#) for further information.

Sexual Violence & Sexual Harrassment between Children in Schools and Colleges.
Peer-on-peer abuse.

Context

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

Children who are victims of sexual violence or sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional wellbeing. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and Federation staff are protected and supported as appropriate.

Policy

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm from adults in the school and other children.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with [Keeping Children Safe in Education 2019](#).

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of peer on peer abuse by:

Prevention

- Taking a whole school approach to safeguarding and child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the Federation Behaviour Policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

Responding to Reports of Sexual Violence & Sexual Harrassment

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.

- If the report includes an on-line element staff will be mindful of the [searching, screening and confiscation advice for schools guidance](#).
- Staff taking the report will inform the DSL or their deputy as soon as practically possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this will put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed a referral will be made to children's social care.

Risk Assessment

Following a report the DSL will make an immediate risk and needs assessment on a case by case basis. The risk assessment will consider;

- The victim - especially their protection and support.
- The alleged perpetrator - their support needs and any discipline action.
- All other children at the school.
- The victim and alleged perpetrator sharing class spaces at school.

The risk assessment will be recorded and kept under review. Where there has been other professional interventions and/or other specialist risk assessments these professional assessments will be used to inform the Federation's approach to supporting and protecting pupils.

Actions the DSL will consider:

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the level of harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- On-going risks.
- Other related issues or wider context.

Options

The DSL will manage the report with the following options:

- Manage internally.
- Early Help.
- Refer to Children's Social Care.
- Report to the Police (generally in parallel with a referral to Children's Social Care)

On- going Response

- The DSL will manage each report on a case by case basis and will keep the risk assessment under review.

- Where there is a criminal investigation into a rape, assault by penetration or sexual assault the alleged perpetrator should be removed from any classes that they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution the school will take suitable action. 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 federation would seriously harm the education or welfare of the victim (and potentially other pupils).
- Where a criminal investigation into sexual assault leads to a conviction or caution the Federation will, if it has not already consider any suitable sanctions in light of their behaviour policy including consideration of permanent exclusion or a managed move.
- The victim, alleged perpetrator and other witnesses will receive appropriate support and safeguards on a case by case basis.
- The Federation will take any disciplinary action against the alleged perpetrator in line with the behaviour policy.
- The Federation recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of peer and peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and if it is believed 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.

Briefing sheet for temporary and supply staff

For supply staff and those on short contracts within the Federation of Nettlestone and Newchurch Primary Schools

While working within the Federation, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare. In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the Designated Safeguarding Lead, who is **Kirsty Howarth**. The Deputy DSL's within the Federation are:

- **Anna Jacobs** (Nettlestone Primary)
- **Joanne Payne** (Newchurch Primary)
- **Caroline Martin** (Nettlestone and Newchurch Primary)
- **Becky Edmonds** (Governor)
- **David Botell** (Governor)

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL as soon as possible and no longer than 24 hours later. This may be the beginning of a legal process - it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive.
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help - do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact Multi Agency Safeguarding Team if appropriate

The Federation has a [policies](#) on child protection and safeguarding children and young people which can be found on each school website, together with the local procedures to be followed by all staff, a hard copy is kept in each school.

Remember, if you have a concern, discuss it with the DSL.

What is child abuse?

The following definitions are taken from [Keeping Children Safe in Education \(2019\)](#). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour based violence, forced marriage or female genital mutilation. The NSPCC website also provides useful additional information on types of abuse and what to look out for: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> To support the local context all staff have access to the LSCP threshold document.

Abuse and Neglect: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely by others (e.g. via the internet) They may be abused by an adult or adults or another child or children.

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

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

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

Neglect: (as outlined in the [IOW Neglect Strategy](#)) 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 for example as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure

adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Radicalisation (as outlined in [The Prevent Duty, June 2015](#)): refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. An individual's engagement with the programme is entirely voluntary at all stages.

Child Sexual Exploitation (as outlined in [Child Sexual Exploitation 2017](#)): involves the exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However it is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of the abuse.

Child Criminal Exploitation ([County Lines](#)): Criminal Exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity; drugs networks or gangs groom or exploit children or young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in County Lines are 'missing' episodes, where the victim may have been trafficked for the purpose of transporting drugs and a referral to the [national referral mechanism](#) should be considered. Like other forms of abuse and exploitation, County Lines exploitation:

- Can affect any child or young person under the age of 18
- Can affect any vulnerable adult over the age of 18 years
- Can still be exploitative even if the activity appears consensual
- Can involve force and or enticement based methods of compliance and is often accompanied by violence or threats of violence.
- Can be perpetrated by individuals or groups, males or females and young people or adults.
- -is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious this power imbalance can also be due to a range of other factors including; gender, cognitive ability, physical strength, status and access to economic or other resources.

Female Genital Mutilation: FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found via [multi-agency practice guidelines](#).

If staff have a concern they should activate the usual school safeguarding reporting procedures. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

Indicators of abuse

Types of Abuse and Neglect can be found in 'Keeping Children Safe in Education 2019 - Annex A'

Neglect

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children ([what to do if you are worried a child is being abused 2015](#)) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns Federation staff have should at least be discussed with the designated person.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to

keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person - as in domestic violence.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor Federation performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away

- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour - e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at the school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* - e.g., shins. Injuries on the *soft areas* of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the Federation.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises - e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears - the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument - e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks

- Deliberate burning may also be indicated by the pattern of an instrument or object - e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is *secretive* or *evasive*
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Sexual abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child - e.g., relatives, family friends, neighbours, babysitters, people working with the child in the school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation which is seen as a separate category of sexual abuse. Indicators of CSE can be found in the Federation Safeguarding Policy.

Characteristics of child sexual abuse:

- it is often planned and systematic - people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child - people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment - abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic
- itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at Federation, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Radicalisation

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's DSL, and where deemed necessary, with children's social care.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. The helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

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

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

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

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

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Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

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

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

