



## St Peter's C of E (Aided) Primary School

Little Green Lane, Farnham, Surrey, GU9 8TF

☎: 01252 714115 Fax: 01252 721215

✉: [info@stpeters-farnham.surrey.sch.uk](mailto:info@stpeters-farnham.surrey.sch.uk)

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### Our Vision Statement

*"At St Peter's we have high expectations where everyone achieves and succeeds within a safe, inclusive Christian community. We promote independence, respect and empathy. Through an exciting curriculum, children are inspired to become lifelong learners and active world citizens."*

### CHILD PROTECTION POLICY

Person Responsible:	Designated Safeguarding Lead/Head Teacher
Committee Responsible:	Children & Learning Committee
Review Period:	Annual
Status:	Statutory
Date Adopted:	Autumn Term 2019
Next review:	Autumn Term 2022
Ratified by Governors on:	27 September 2019

### Safeguarding Statement 2019

**"It could happen here"**

#### Terminology

**Safeguarding and promoting the welfare of children is defined as:**

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

**Child Protection** is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Early Help** means the providing of support as soon as additional needs and support emerge at any point in a child's life.

**Staff** refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child(ren)** includes everyone under the age of 18. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments

**Parents** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**Social Care** refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority. MASH refers to the Surrey Multi Agency Safeguarding Hub.

#### Introduction

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:



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- providing a safe environment for children and young people to learn in education settings;
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

### ***Safeguarding Children and Safer Recruitment in Education - November 2006***

Section 175 of the Education Act 2002 puts a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

We recognise that all adults (paid and volunteers) at St Peter's C of E Primary School have a full and active part to play in protecting and safeguarding the children in our care, and that children's' welfare is our paramount concern.

This policy takes into account the Surrey Safeguarding Children Board and Surrey County Council Procedures.

### **Aims**

To provide a caring, positive, safe and stimulating environment that cares for the social, physical and moral development of the individual child. The governing body takes seriously its legal duty to safeguard and promote the welfare of the children and to work together with other agencies in so doing.

To provide an environment in which pupils feel safe, secure, valued and respected; and where they feel confident and know how to approach responsible adults if they are in difficulties.

To ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children

To develop effective working relationships with all other agencies involved in safeguarding children.

### **Procedures and Responsibilities**

School procedures for safeguarding children are in line with [Surrey County Safeguarding Children Board Procedures](#). A copy of 'What to do if you are worried about a child being abused' (DFES-04320-2006) is available for all staff to read in the staffroom. This may also be downloaded from [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

The school has a Designated Safeguarding Lead (DSL) – Mrs Sarah Dunning and a deputy DSL – Mrs Sarah Marshall, who have undertaken basic child protection training delivered through the Surrey Safeguarding Children Board to module 3. They will attend refresher training provided by the Local Authority every two years.

The name and role of the DSLs will be clearly displayed in the school in every classroom and in the school office. It is the responsibility of the DSLs to ensure that all adults in school receive a copy of the policy and follow the school's internal child protection procedures. All child protection records will be kept in a secure place away from school files, in a locked cabinet in the head teacher's office. It is also the responsibility of the DSL to make any referrals necessary to the Local Authority via Surrey County Council Contact Centre 03456 009 009.

We will ensure that:

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy in place
- it operates safer recruitment procedures
- the school has procedures for dealing with allegations of abuse against staff
- senior leaders have DSL responsibility
- the DSL undertakes interagency training and DSL training updated every 2 years
- all other staff have Safeguarding training every 3 years



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- any weaknesses in Child Protection are remedied immediately
- the Chair of Governors is the nominated Governor for allegations against the Head Teacher
- Child Protection policies and procedures are reviewed annually

All adults who work in school, whether paid or voluntary, are legally required to participate in child protection training at least every three years. Opportunities will be provided to receive training consistent with Surrey Safeguarding Children Board's standards, in order to develop their understanding of the signs and indicators of abuse, and their knowledge about what to do if they feel a child may be suffering abuse.

All members of staff, volunteers and governors know how to respond to a pupil who discloses abuse, and they are familiar with procedures to be followed (see below).

If a child chooses to tell a member of staff about alleged abuse, there are a number of things that must be done to support the child:

- Don't make promises e.g. to keep secrets
- Stay calm and be available to listen.
- Listen with the utmost care to what the child is saying.
- Question normally without pressurising, and only using open questions.
- Don't put words in the child's mouth but note the main points carefully.
- Keep a full record - date, time, what the child did, said etc; on the yellow 'Expression of concern' form
- Re-assure the child and let them know that they were right to inform us
- Immediately inform the DSL.

If a disclosure is made during a school residential then the member of staff will ring the DSL at the first available opportunity once the child has been reassured.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's child protection policy. Reference will be made to it in a prospectus/brochure and home school agreement.

Our DSLs will ensure a systematic means of monitoring children known or thought to be at risk of harm, they will ensure that we contribute to assessments of need and support plans for those children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

Our DSLs will ensure a structured procedure within the school, which will be followed by all of the members of school community in cases of suspected abuse.

Our policy and procedures will be reviewed annually and updated by the governing body, which will ensure that they are in line with Surrey Safeguarding Children Board's policies and procedures.

### **Supporting children**

We recognise that a child who has been abused or neglected, who witnesses abuse or lives in an abusive environment may feel helpless or humiliated. They may blame themselves, have low self-esteem and find it difficult to see the world as a positive place. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows the behaviour of a child in these circumstances may range from that which is perceived to be normal to that which is aggressive or withdrawn.



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We will provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. We will promote a school ethos that is positive and supportive, and a secure environment which gives all pupils and adults a sense of being respected and valued.

### **Anti-Bullying**

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

### **Supporting staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity talk through their anxieties with the DSLs, and to seek further support.

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document '[Guidance for Safe Working Practices for the Protection of Children and Staff in Education Settings](#)' provides advice on this and the circumstances that should be avoided in order to limit complaints against staff of abuse of trust and/or allegations of physical or sexual abuse made against staff.

We recognise that DSL's should have access to support and appropriate workshops, courses or meetings as organised by the LA.

### **Confidentiality**

We recognise that all matters relating to child protection are confidential, however, a member of staff must never guarantee confidentiality to a pupil, nor should they agree to keep a secret. Where there is a Child Protection concern it must be passed immediately to the DSL, at least within 24hours of the concern being noticed. Where possible the correct form should be used which can be found in the staffroom. However, any paper will be accepted as long as it is dated and signed.

The DSL will disclose personal information, including the level of involvement of other agencies, about a pupil to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

### **Safe staff and Safer Recruitment**

Checks will be undertaken on all adults working in the school to establish the suitability of a person to work with children corresponding to procedures outlined by the [Independent Safeguarding Authority](#) and [Safeguarding Children and Safer Recruitment in Education November 2006](#) (DFES-04217-2006).

Each recruitment selection group and interview panel will have a 'Safer Recruitment' trained member. Additionally, at least one governor attending interview panels will have received Safer Recruitment training.

All adults should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.



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All staff understand that they are employed in a 'Position of Trust' and that inappropriate behaviour with or towards children is unacceptable.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present. The Head Teacher or most senior teacher will then contact the Local Education Officer – 01483 517835 and / or the Local Authority Designated Officer (LADO) 01372 733795.

If the allegation made to the member of staff concerns the head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the Local Authority (as above) without notifying the Head Teacher first.

The school will follow the [Surrey County Council procedures for managing allegations against staff](#). Where another body provides services or activities separately, using the school premises, the Governing Body will ensure that the body concerned has appropriate policies and procedures in place in regard to safe recruitment and safeguarding children.

DBS checks will be made of volunteers working with children.

We will ensure that:

All staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(s), and Keeping Children Safe in Education part 1 and annex A.

All staff receive safeguarding and child protection training at induction in line with advice from Surrey Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually.

All members of staff are trained in and receive regular updates in online safety and reporting concerns.

All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

The child protection policy is made available via the school website and that parents/carers are made aware of this policy.

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

We provide a coordinated offer of Early Help when additional needs of children are identified and contribute to early help arrangements and inter-agency working and plans.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

Community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures.



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The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(s), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected harm and abuse.

All staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2018 and will sign to say they have read and understood it. This applies to the Governing Body in relation to part 2 of the same guidance.

### **Whistle blowing**

All staff should be aware of their duty to raise concerns about the attitude and actions of colleagues. If staff are concerned about any safeguarding issue, they should speak to the Head Teacher or DSL or if your concern is about the Head Teacher contact the Local Education Officer (01483 517835) or consult with the Local Authority Designated Officer (01372 733795).

### **Ofsted's whistleblower hotline**

Before using the hotline, Ofsted recommend that individuals first read their employer's whistleblowing policy and raise their concerns with the employer (as above).

Ofsted has a whistleblower hotline for employees working with young children who want to report concerns about practices and procedures for the safeguarding of children and young people.

The hotline can be contacted by:

Telephone - 08456 404046 (Monday to Friday from 8am to 6pm).

Email – [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

Letter – WBHL, Ofsted, Royal Exchange Buildings, St Ann's Square, Manchester M2 7LA

### **Radicalisation and Extremism**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

St Peter's C of E Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St Peter's C of E Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 3.

St Peter's C of E Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.



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The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the Surrey Safeguarding Children Board.

### **Response**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Head Teacher and/ or to the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

### **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also, focussed work in Year 6 to prepare for transition to secondary school and more personal safety and independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. Please see our Acceptable Use of Technology and our Social Media policies.
- Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

### **Domestic Abuse**

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.



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We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect. (See Appendix 2)

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

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. All staff are aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL. The School is aware there is a clear link between regular non-attendance at school and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

The DSL will consider the published Surrey Safeguarding Children's Board guidance and advice when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the DSL identifies any level of concern the DSL should contact the MASH and email a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

The school is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The school includes the risks of sexual exploitation in the PHSE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

### **Child Protection Procedures**

The following procedures apply to all staff working in the school 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 concerned that a child is being harmed or abused or is at risk of harm or abuse.

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.



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All staff are aware that very young children and 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 and bumps in children who have limited mobility.

### **If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:**

1. Make an initial record of the information related to the concern.
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 the DSL is not immediately available.
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 in which they were involved. Any injuries Explanations given by the child / adult Rationale for decision making and action taken Any actual words or phrases used by the child
5. The records must be signed and dated by the author or / equivalent on electronic based records
6. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to MASH (and the police if appropriate) if there is the potential for immediate significant harm 18

### **Following a report of concerns the DSL must:**

1. Using the SSCB Levels of Need, decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the MASH and the police if it is appropriate.
2. Normally the school 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 the MASH. However, 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. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the MASH. By sending a Multi-Agency Referral Form (MARF) by email to: [csmash@surreycc.gov.uk](mailto:csmash@surreycc.gov.uk) or contact the MASH on 0300 470 9100. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify MASH of the occurrence and what action has been taken
3. If the DSL feels unsure about whether a referral is necessary, they can phone the MASH to discuss concerns
4. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help.
5. Where there are doubts or reservations about involving the child's family, the DSL should clarify with the MASH 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.
6. When a pupil is in need of urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the MASH. The DSL should seek advice about what action the MASH will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
7. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware

## **Sexual violence and sexual harassment between children in schools Peer on Peer Abuse – Policy Framework**

### **Context**

Sexual violence and 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 and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-



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being. 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, adult students and school and college staff are supported and protected 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 by adults and other children in school.

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 KCSiE (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 & child protection

Providing training to staff

Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support; 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 and sexual harassment

- 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 online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
- Staff taking the report will inform the DSL or the Deputy DSL immediately.
- Staff taking a report will never promise confidentiality.
- Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a referral (MARF) will be made to the MASH email: [csmash@surreycc.gov.uk](mailto:csmash@surreycc.gov.uk) or telephone 0300 470 9100, as appropriate.

### 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.



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- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.
- The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

Support regarding risk assessments can be accessed from the Education Safeguarding Team – [education.safeguarding@surreycc.gov.uk](mailto:education.safeguarding@surreycc.gov.uk)

### **Action: The DSL will consider: -**

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

### **Options:**

#### **The DSL decision making regarding the issue with the following possible options: -**

- Manage internally
- Early Help intervention
- Refer to MASH
- Report to the police (generally in parallel with a referral to MASH)

### **Ongoing Response:**

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes 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 may lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the Headteacher should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and 37 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.



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The victim, alleged perpetrator and any other affected children & adults will receive appropriate support and safeguards on a case-by-case basis.

The school will take any disciplinary action against the alleged perpetrator in accordance with the school behaviour policy.

The school 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 on 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 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.

### References:

DfE Keeping Children Safe in Education 2018

DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges May 2018

### Youth produced sexual imagery (sexting)

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

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

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

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/Police if:



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- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without referral to the MASH or the Police.

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.
- The situation is isolated or if the image been more widely distributed.
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the MASH or the Police.

The DSL will record all incidents of youth produced sexual imagery, including the actions taken, rationale for actions and the outcome.

### Links to other policies

The Child Protection should be read alongside and in conjunction with other policies regarding the safety and welfare of children and these together make up the suite of policies to safeguard and promote the welfare of children in this school

*Physical intervention/positive handling:* our Behaviour Policy states that staff may only use physical intervention as a last resort. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

*Anti-bullying:* our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

*Racist incidents:* our policy on racist incidents is set out in a separate equality policy and acknowledges that repeated racist incidents, or a single serious incident, may lead to consideration under child protection procedures.



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*Health and safety:* our health and safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically, within the school environment, for example in relation to internet use; and when away from the school for example when undertaking school trips and visits.

*Safe recruitment:* our policy, which sets the vetting requirements for all staff, that wish to work in our school whether paid or voluntary. All staff will have an Enhanced CRB check before starting and then at least every three years. The school adhere to the transitional requirements and procedures of the [Independent Safeguarding Authority](#) and adhere to the guidance [Safeguarding Children and Safer Recruitment in Education November 2006](#).

Staff will be asked to sign a list to show that they have read the revised policy each year. This list will be kept in the Child Protection file in the Head Teacher's office.

### **Use of mobile phones in school for photography**

**Staff must not use their mobile phones to take photographs or videos of children. Each class has a camera for this usage.**

### **First day of child's absence**

**Office staff will always ring families on the first day of absence. If a reply is not received a message will be left. The absence will be chased the following day.**

### **One Chance Rule**

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have 'one chance' to speak to a child who is a potential victim and have just one chance to save a life.

The school are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

### **Private Fostering Arrangements**

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

The school recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the MASH.

**Don't think, "What if I'm wrong?" Think, "What if I'm right?"**



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### **Appendix 1**

#### **Useful resources and websites**

- ☑ Working together to safeguard children 2013 (available to download from [www.education.gov.uk](http://www.education.gov.uk) search for DCSF-00305-2010)
- ☑ Surrey Safeguarding Children Board (SSCB) Manual of child protection guidelines. (available online at <http://sscb.proceduresonline.com/index.html>)
- ☑ Surrey Safeguarding Children Board [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding)
- ☑ Ofsted - [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- ☑ Advisory, Conciliation and Arbitration Service (ACAS) [www.acas.org.uk](http://www.acas.org.uk) 08457 474747
  
- ☑ Stop it Now! Campaign [www.stopitnow.org.uk](http://www.stopitnow.org.uk) Free helpline: 0808 1000 900
  
- ☑ Childline - [www.childline.org.uk](http://www.childline.org.uk)
- ☑ NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ☑ Direct Gov for information relating to legislation - [www.direct.gov.uk](http://www.direct.gov.uk)
- ☑ UNICEF - [www.unicef.org](http://www.unicef.org)
- ☑ The Children Act 1989 - [www.legislation.gov.uk/ukpga/1989/41/contents](http://www.legislation.gov.uk/ukpga/1989/41/contents)
- ☑ Online Safety: A Toolkit for Early Years Settings [www.plymouth.gov.uk/early\\_years\\_toolkit.pdf](http://www.plymouth.gov.uk/early_years_toolkit.pdf)
- ☑ Ofsted: Mobile phones, 18 Feb 2011 (available to download from [www.ofsted.gov.uk](http://www.ofsted.gov.uk) search for 110003)
- ☑ [www.education.gov.uk/publications](http://www.education.gov.uk/publications)
- ☑ [www.surreycc.gov.uk/eycpractitioners](http://www.surreycc.gov.uk/eycpractitioners)
- ☑ [www.foundationyears.org.uk](http://www.foundationyears.org.uk)
- ☑ <http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>

DBS Help Desk Tel no 01325 953795



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## Appendix 2

### Recognising signs of child abuse

#### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

#### Signs of Abuse in Children:

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

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

#### Risk Indicators

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

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

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

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

The parent or carer may:

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

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

#### Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury



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

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

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

### **Bite Marks**

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

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

### **Burns and Scalds**

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

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

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

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

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



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### Scars

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

### Recognising Emotional Abuse

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

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

### Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

### Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

### Developmental Sexual Activity

This encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.



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### Inappropriate Sexual Behaviour

This can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multiagency protocol “Working with Sexually Active Young People” available at [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding), by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

### Recognising Neglect

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

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



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### **Appendix 3**

#### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### **Why is it carried out?**

Belief that:

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

#### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

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

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

#### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about



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- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre. This maybe their only chance to avoid the situation so please act.

