

St James' Church of England Primary School

www.stjamesce@sthelens.org.uk

SAFEGUARDING: CHILD PROTECTION POLICY

Learn, laugh and live with the love of God

Presented to Governors:

Review date due:

Signed _____ Chair of Governors

_____ Head teacher

St James' C.E. Primary School,
Lyme Street,
Haydock,
St Helens,
WA11 0NL
Telephone: 01744 678545
Facsimile: 01744 678546

POLICY

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1.0 INTRODUCTION

- 1.1 St James' fully recognises the contribution it makes to Child Protection. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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; and taking action to enable all children to have the best outcomes.

There are three main elements to our policy:

- a) Prevention through the teaching and pastoral support offered to pupils.
 - b) Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward sign of abuse.
 - c) Support to pupils who may have been abused.
- 1.2 Our policy applies to all staff and volunteers, including Associate Teachers, working in the school, cluster staff and governors. Learning Support Assistants, Mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

2.0 PREVENTION

- 2.1 We recognise that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- a) establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- b) ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- c) include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse, including anti-bullying work, e-safety, road safety, pedestrian and cycle training.
- d) include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills and to know who to turn to for help and support.

3.0 PROCEDURES

- 3.1 We will follow the procedures set out in St Helen's Safeguarding Children Board .

3.2 The school will:

- a) ensure it has a designated senior member of staff, who has undertaken the training course provided by the St Helens LA as a minimum and updates the course every 2 years. At St James' this is the Headteacher and a person nominated by the Headteacher-Names of the Designated safeguarding leaders are displayed in the front entrance.
- b) recognise the role of the designated teacher and arrange support and training for newly inducted staff existing staff and Governors.
- c) ensure every member of staff (including cluster staff) and every governor knows:
 - the name of the designated persons and her/his role
 - The Staff Code of Conduct Policy

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- that they have an individual responsibility for referring child protection concerns using the proper channels and within an appropriate time scale (usually immediately) and for the reporting of certain issues e.g. FGM to the Police.
- d) ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse
- e) ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure
- f) provide annual training and timely updates for all staff so that they know
 - (i) their personal responsibility,
 - (ii) procedures including reporting on Yellow Incident/Concern Forms,
 - (iii) the need to be vigilant in identifying cases of abuse
 - (iv) how to support a child who tells of abuse
 - (v) changes to guidance and procedures.
- g) notify the local Social Care Team if:
 - it should have to exclude a pupil on the child protection register either for a fixed term or permanently
 - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend);
- h) work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences;
- i) keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;
- j) ensure all records are kept secure and in locked locations until the child's 25th birthday
- k) adhere to the procedures set out by St Helens LA when an allegation is made against a member of staff.
- l) designate a governor for child protection who will oversee the schools child protection policy and practice.
- m) Report on Safeguarding issues each term to the Governing Body as part of the Head teachers report to facilitate monitoring by Governing Body.
- n) Ensure all staff are aware of the contents of Part 1 of the 2016 DFE document ' Keeping Children Safe in Education'
- o) Safer Recruitment procedures are followed

4.0 SUPPORTING THE PUPIL AT RISK

- 4.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.
- 4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 4.3 The school will endeavour to support the pupil through:

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- a) The content of the curriculum to encourage self esteem and self motivation
 - b) The school ethos which
 - (i) promotes a positive, supportive and secure environment
 - (ii) gives pupils a sense of being valued and that their best interests are being sought
 - c) The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
 - d) Liaison with other agencies who support the student such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
 - e) Keeping records and notifying Social Care as soon as there is a recurrence of a concern.
- 4.4 When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform the Social Care Team.

Bullying

- 4.5 Our policy on bullying is set out in the school's Anti-bullying Policy (also in the school's Behaviour Policy) and is reviewed as appropriately by the governing body.

4.6 Physical Intervention

Our policy on physical intervention is set out in Care and Control Policy and is reviewed annually by the governing body.

Children with Statements of Special Educational Needs

- 4.7 We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse.

5.0 CONFIDENTIALITY

- 5.1 We recognise that all matters relating to child protection are confidential and the Head teacher or DSLs will disclose information about a child to other staff members on a need to know basis only.
- 5.2 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.3 All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well being.
- 5.4 School will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, school will consult with St Helen's Safeguarding team.

6.0 POSITIVE HANDLING

- 6.1 School recognises that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person or damage property.
- 6.2 Any such incidents should be recorded on an incident form and signed by any witnesses.
- 6.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique.
- 6.4 School recognises that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 6.5 School recognises that touch is appropriate in the context of working with children and all staff have been given 'Safe Practice'* guidance to ensure they are clear about their professional boundary.

*Guidance on Safer Working Practices' is available on the DfE website

Policy updated – March 2016
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APPENDIX ONE

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
- Child Sexual Exploitation.

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

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- 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
- 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)

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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

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

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

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what 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:

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- o Understanding that is proposed based on age, maturity, development level, functioning and experience
 - o Knowledge of society's standards for what is being proposed
 - o Awareness of potential consequences and alternatives
 - o Assumption that agreements or disagreements will be respected equally
 - o Voluntary decision
 - o 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.

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 irresponsible 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

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators

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- involved in abusive relationships, intimidated and fearful of certain people or situations
 - hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
 - associating with other young people involved in sexual exploitation
 - recruiting other young people to exploitative situations
 - truancy, exclusion, disengagement with school, opting out of education altogether
 - unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
 - mood swings, volatile behaviour, emotional distress
 - self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
 - drug or alcohol misuse
 - getting involved in crime
 - police involvement, police records
 - involved in gangs, gang fights, gang membership
 - injuries from physical assault, physical restraint, sexual assault.
-
- Concerns should be referered on an incident/concern form to DSL immediately
 - DSL to contact Children's Service

APPENDIX TWO

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

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

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

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

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

- Concerns to be reported immediately to DSL on school /incident/concern form
- DSL to contact St Helen's Safeguarding team for advice

APPENDIX THREE

Homophobic and Transexual Bullying

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse e.g. 'your bag's gay and direct homophobic abuse e.g. a boy is called a 'poof'.

The Law

- It is illegal to discriminate against those who are lesbian, homosexual, or bisexual (2007 Equality Act)
- Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying.
- Staff are protected under the Employment Equality (Sexual orientation) Regulations 2003.

What does homophobic bullying look like?

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Who experiences homophobic bullying?

- Young people who are lesbian, gay or bisexual.
- Young people who are thought to be lesbian, gay or bisexual.
- Young people who are different in some way - they may not act like the other boys or girls.
- Young people who have gay friends or family, or their parents are gay.
- Teachers and school staff who may or may not be lesbian, gay or bisexual.

Who does the bullying and why?

- Anyone, especially if they have not been told it's wrong.
- People who think that lesbian and gay people should be bullied, because they believe gay people are 'wrong'.
- People who might be gay themselves and are angry about that.
- People who think 'boys should act like boys' and 'girls should act like girls'.
- People who think gay people shouldn't have the same rights as heterosexual people.
- People who may have been bullied themselves, or have low self-esteem and poor communication skills.
- People who think gay parenting is wrong and pupils should be treated differently because of it.

What does homophobic bullying look like?

- Verbal abuse – including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are 'gay', e.g. 'you're such a gay boy!' or 'those trainers are so gay!'
Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling
We do not view homophobic name calling as "harmless banter". We recognise that if it is not challenged at primary school it is harder to address at secondary school
If a pupil is not explicitly told that homophobic bullying is wrong they may think it is OK to do this
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyberbullying – using online spaces to spread rumours about someone or exclude them. This can also include text messaging, including video and picture messaging.

Schools need to address homophobic bullying immediately as set out in the school's anti-bullying policy.

Responding to an Incident

If we hear a child using homophobic language **we will address it**, using the agreed guidance below and guided by our knowledge of the individual pupil's maturity and personal circumstances.

Foundation pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Explain 'gay' is not the right word to use. What could they have done/said instead? Help child to understand how their behaviour affects others.
4. Ask the child to choose other words/actions which would help solve the problem in a positive way.

Y1-Y3 pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the word means. After pupil answers –
 - Clarify "It's when two men or two women love each other".
 - State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone." Help child to understand how their behaviour affects others.
4. Resolve conflict in line with Behaviour Policy.
5. If name calling continues sanction child in line with Behaviour Policy.

Y4 - Y6

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the words mean. After pupil answers –
 - Clarify "It's when two men or two women love each other and there's nothing wrong with that/the law says there is nothing wrong with that"
 - State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone, as it's not using the word appropriately." Help child to understand how their behaviour affects others.
4. Resolve conflict in line with Behaviour Policy.
5. If name calling continues sanction child in line with Behaviour Policy.

Incidents of bullying should be recorded on school's incident form and passed to a senior leader.

APPENDIX FOUR

Radicalisation and extremism

Radicalisation refers to the process by which a person comes to support terrorism and/or extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy (2010) as:

Vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK

Indicators of vulnerability include:

- Identity crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal crisis – the pupil may be experiencing family tensions, a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship groups and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting a pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/ reintegration
- Special Educational Needs – the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motives of others

(This is not an exhaustive list, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism).

St James' CE work reflects the government **PREVENT** strategy (July 2015) in their approach to radicalisation and extremism. Staff are required to read elements of the prevent strategy relating to school and education. Any concerns regarding radicalisation or extremism in children and young people should be passed onto the school's single point of contact or SPOC.

The SPOC will then refer on to the local PREVENT officer, Children's Social Care and/or the Police. The SPOC is the DSL Mrs Jan Holmes.

The PREVENT officer for St. Helens is **John Danher. Tel 0151 777 8383.**

Appendix 5

Child Sexual Exploitation

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/ mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

Warning Signs and Symptoms of Child Sexual Exploitation:

- Can be difficult to identify and can be mistaken for 'normal' teenage behaviour
- Be involved in abusive relationships
- Hang out with groups of older people, anti-social groups or with other vulnerable peers
- Associates with other young people involved in sexual exploitation
- Get involved in gangs, gang fights, gang memberships
- Have older boyfriends or girlfriends
- Spend time at places of concern such as hotels or known brothels
- Not know where they are because they have been moved around the country
- Go missing from home, care or education
- Have expensive items such as mobile phones that they can't or won't explain.
- Be very secretive about what they are doing online
- Have access to drugs or alcohol.

How do we manage suspected cases of Child Sexual Exploitation?

St James' CE will respond to suspected cases of Child Sexual Exploitation in relation to St.Helens safeguarding procedures.

St.Helens Safeguarding Children's Board has its own subgroup dedicated to CSE known as Multi Agency Child Sexual Exploitation group (MACSE)

If a child or young person is at risk or suspected of being sexually exploited, concerns should be passed on to the Designated Senior Lead **Mrs Jan Holmes** immediately. That child or young person will then be referred onto the Police and contact may also be made with Children's Social Care.

Referral forms can be found on St.Helens Safeguarding Children's Board website within the Merseyside Multi Agency Protocol Child Sexual Exploitation or a copy can be requested from the Designated Senior Lead within School.

Private Fostering

Private Fostering is where a child under the age of 16 (or 18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. It is a private agreement between a parent and another adult.

A close relative includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). Private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family.

Examples of private fostering could include:

- Children or young people who are sent to this country for education or health care by their parents from overseas.
- Teenagers living with a friend's family because they do not get on with their own family.
- Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- Children staying with another family because there has been bereavement, serious illness or their parents have divorced or separated.

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- A child from overseas staying with a host family while attending school or overseas students at boarding school who do not stay with a host family during the holidays.

Education and other professionals have a duty to notify the Local Authority and Children's social care when they believe there is a private fostering arrangement and they are not satisfied that the Local Authority has been or will be notified by the parent or carer.

Private Foster carers also have a responsibility to notify the Local Authority.

If a member of staff or any individual believes that a child is being privately fostered, they should contact Children's Social Care or inform the Designate Senior Lead who will make the referral.

E-Safety

ICT in the 21st Century is an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, at St James CE we need to build in the use of these technologies to arm our young people with the skills to access life-long learning and employment. E-safety involves pupils, staff, governors and parents making best use of technology, information, training and the E - safety policy has been created to maintain a safe online and ICT environment.

At ST James CE, we ensure children are taught about safeguarding including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum with PSHE and SRE.

Please read this policy in conjunction with the E-safety policy

Sexting

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up" In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

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

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

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

The school recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

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This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016. The full guidance is located at UKCCIS 2016 Guidance. This guidance covers:

- 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

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

This policy forms part of our school's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent.

However the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The school is therefore empowered to deal with the majority of these incidents without involving the police.

Whistleblowing

If you're a professional with concerns over how child protection issues are being handled in our school or another organisation, you can talk to us anonymously too:

NSPCC Whistleblowing helpline: 0800 028 0285

The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

