



CHILD PROTECTION AND SAFEGUARDING POLICY

Reviewed and updated autumn 2024 | Next review autumn 2025

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Contents

1. Terminology and Key Principles
2. Roles and responsibilities
3. Training and support
4. Good practice guidelines and Staff Conduct
5. Safer recruitment
6. Site security
7. Child Protection
8. Child on child abuse
9. Managing a concern or disclosure
10. Child criminal exploitation (CCE), Child sexual exploitation (CSE) and Missing, Exploited and Trafficked Children (MET)
11. Online Safety
12. Radicalisation and Extremism
13. Domestic Abuse
14. Special Consideration

Appendix 1	Procedure for managing allegations against staff
Appendix 2	Local Safeguarding Partnership contact details
Appendix 3	Categories of Abuse
Appendix 4	Self Harm and Suicide
Appendix 5	Flowchart for child protection procedures
Appendix 6	Brook traffic lights for sexual behaviours and Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

1) Terminology and Key Principles

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

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

DSL refers to the designated safeguarding lead at the school.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

Overview

St Nicholas School is committed to safeguarding and protecting the welfare of pupils and expects all staff to share this commitment.

St Nicholas' School's whole-school child protection policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. The policy also aims to make explicit the School's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child. This policy is one of a series in the schools integrated safeguarding portfolio.

St Nicholas' School fully recognises the contribution it can make to protect the children and support the pupils in its care. There are three main elements to St Nicholas' School's child protection policy:

1. Prevention (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models).
2. Protection (following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
3. Support (to pupils and school staff and to children who may have been abused).

This policy applies to all employees and governors of St Nicholas' School. It also applies to volunteers and staff whilst working away from the School, for example, on a school trip. It also applies to the Early Years Foundation Stage provision. Safeguarding is everyone's responsibility, and anyone can make a referral to children's social services.

This policy can be made available to parents upon request and is published on the school website and can be made available in larger print or another accessible format if required. This policy should be read in conjunction with the related safeguarding policies:

- Staff code of conduct
- Physical intervention and the use of reasonable force
- Behaviour Policy
- Personal and Intimate Care
- Complaints Procedure
- Discipline, Exclusions and Required Removal Policy
- Equal Opportunities Policy
- Health and Safety policy
- CT and Internet Safety
- PSHE and RSE Policy
- Pupil Images Policy
- School Rules
- Anti-bullying Policy
- CCTV Policy
- Special Educational needs and Disability Policy
- Whistleblowing
- Missing children
- Radicalisation and Extremism
- Recruitment and Selection
- Wellbeing and Mental Health Policy

Legislation

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2023
- Working Together: Transitional Guidance 2018
- Keeping Children Safe in Education 2024
- What to do if you're worried a child is being abused 2015
- The Domestic Abuse Act 2021
- PACE Code C 2019
- Inter-agency procedure of the Hampshire Safeguarding Children Partnership.

Review

This policy is reviewed on an annual basis and is approved annually by the Governing Body. If any deficiencies or weaknesses are identified in the School's Child Protection policies and procedures these will be remedied without delay.

Date reviewed & approved by Governing Body: to be reviewed Autumn Term 2024

Aim

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment regarding child protection to pupils, parents and other partners.

2. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility and legal duty to protect children from abuse. Every member of the school community must inform the Designated Safeguarding Lead where they have concerns that child abuse is taking place, in accordance with the child protection procedure below.

Within St Nicholas' School there are individuals with special responsibilities:

The Designated Safeguarding Lead (DSL)

The designated safeguarding lead (DSL) takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL has the status and authority within the school to carry out the duties of the post, which include:

- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and publicly available
- advising and supporting staff on child protection and safeguarding matters
- encouraging a culture of listening to children
- managing safeguarding referrals to children's social care, the police, or other agencies
- liaising with the headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for children to have an appropriate adult in relevant circumstances
- taking part in strategy discussions and inter-agency meetings
- liaising with the "case manager" and the designated officer(s) at the local authority where allegations are made against staff
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school
- undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training.

The Deputy Designated Safeguarding Lead(s):

Are trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume the functions above.

A **Nominated Governor** with special responsibility for child protection will ensure that:

- St Nicholas' School has its own child protection & safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly on the website
- There are procedures for dealing with safeguarding concerns and allegations of abuse against members of staff and volunteers
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) using safeguarding briefings etc.
- They liaise with the DSL on matters relating to child protection issues and will participate in the annual review of the policy
- They deal with any safeguarding concerns or allegations of abuse made against the Headmistress, in liaison with the Local Authority Allegations Manager (LADO)
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers
- All governors will be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 and their local multi-agency safeguarding arrangements.

The Head of Infants and Juniors will be **responsible for child protection in the EYFS** setting and will bring any concerns to the DSL who will make a referral as appropriate.

The Designated Officer will provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.

3. Training and Support

St Nicholas' School ensures that the DSL, the Head, the Head of Infants and Juniors, the DDSLs, and the Nominated Link Governor for child protection receive training relevant to their role at least every other year.

The school also ensures that **all** its teaching and support staff (in conjunction with Hampshire training agencies and in line with advice from the HSCP) staff are kept informed about child protection issues through a programme of staff inset and regular updates via emails, staff meetings and briefings. This training helps staff to identify signs of abuse and possible neglect at the earliest opportunity and to respond in a timely and responsive way. This will occur at least yearly as a Staff Inset and using Educare training which includes a questionnaire to check knowledge. This training includes recognising the possible signs of abuse, neglect and exploitation, online safety (including an understanding of the expectations, applicable roles and responsibilities for filtering and monitoring) and to know what to do if they have a concern.

All staff have a responsibility to ensure they understand this policy and the school's safeguarding procedures. All staff are required to have read KCSiE 2024 Part 1 or Appendix A, as appropriate.

All staff, including temporary staff and volunteers, are provided with induction training, at point of entry that includes:

1. The school's child protection and safeguarding policy inc. Role of the DSL, pupils missing from education and child-on-child abuse
2. The identity of the DSL
3. A copy of Part 1 of KCSIE Sept 2024
4. Whistleblowing Policy
5. Policy to Promote Good Behaviour
6. The Staff Code of Conduct.
7. Use of ICT and Internet Safety Policy
8. Reporting and recording arrangements

Separate online safeguarding training is provided to all new staff on appointment.

All Governors will receive safeguarding and child protection training in their induction (including online safety and an understanding of the expectations, applicable roles and responsibilities for filtering and monitoring), and update training on an annual basis. Prevent training will be completed every 3 years. Training will be sufficient to ensure they are equipped with the knowledge to provide strategic challenge, ensuring a robust whole school approach to safeguarding.

4. Good practice guidelines and staff code of conduct

Children trust and depend on adults to protect and safeguard their wellbeing. It is therefore our responsibility as adults who encounter children daily to report any suspicions or evidence of abuse which may have occurred or is occurring to a young person whether it is outside or inside School and whether we are a paid employee or volunteer.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately, acting as role models
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary, directly to police or children's social care.

Staff/pupil online relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff should only use the school's Teams or email to contact pupils online. If a member of staff is contacted via social media by a pupil, or parent, they should be blocked and the incident reported. Staff should not be friends of pupils or parents on social media platforms. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

Mobile phones

Mobile phones must be kept out of view in the classroom. Mobile phones are not to be used when in a supervisory capacity with the children, either indoors or outdoors. In non-contact times staff may find a discrete place to make urgent calls. Staff are not permitted to use mobile phones or other mobile devices to photograph children. In Branksomewood, (EYFS) staff mobile phones should be locked away.

Cameras

School cameras and password secure iPads and Kindles are provided to allow practitioners to photograph the necessary development and learning activities. Photographs can only be downloaded on to school computers, no copies of photographs should be stored on personal computers or devices.

Staff are permitted to take home still photographs and password secure Kindles to enable them to work with them on developmental records. The school uses Tapestry to store progress development records including photos.

As a school we seek consent from the parent of a pupil (Media Consent Form) and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications.

We will not seek consent for photos where you would not be able to identify the individual.

We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission, we will remove photographs 5 years after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.

These policies are written to safeguard both staff and children.

Transporting Pupils

Staff members should not arrange to transport pupils in their own car. If there are exceptional circumstances that make unaccompanied transportation of a pupil(s) unavoidable, permission for the journey must be sought from the Head and the parents of the pupil(s) beforehand. Parental permission should be sought in writing. It is also vital that the member of staff ensures that they are covered by the correct level of motor vehicle insurance and that their vehicle is road worthy, before making any such journey to transport pupils. Details of the circumstances and permissions given should then be recorded on the files of the pupil(s).

This also applies to parents who assist with transportation.

Whistleblowing

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher/principal should be reported to the chair of governors, chair of the management committee or proprietor.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

When a safeguarding concern or allegation is made about a member of staff, including supply staff, contractors or volunteers, or relates to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children our set procedures must be followed. The school's procedures for dealing with allegations against staff and managing low level concerns raised about staff is in line with *Keeping Children Safe in Education (DfE, 2024)*. This procedure is laid out in Appendix A.

Creating a culture in which **all** concerns about adults (including allegations that do not meet the harm threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable the School to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the School. Behaviour which is not consistent with the standards and values of an organisation, and which does not meet the organisational expectations encapsulated in the School's Staff Code of Conduct, needs to be addressed. Such behaviour can exist on a wide spectrum – from the inadvertent or thoughtless, through to that which is ultimately intended to enable abuse.

The term 'low-level concern' does not mean that it is insignificant, it means that an adult's behaviour towards a child does not meet the harm threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that:

- is inconsistent with the School's Staff Code of Conduct, including inappropriate conduct outside of work; and
- does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the LADO – but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary;
- the procedure below is followed when staff or volunteers have (or are alleged to have);
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicated that he or she would pose a risk of harm, if he or she works regularly or closely, with children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

All staff, governors and volunteers have a responsibility to familiarise themselves with this policy so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.

The school will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. The school will liaise with Hampshire's Designated Officer, police and children's services as to managing confidentiality appropriately.

When dealing with allegations regarding supply staff not directly employed by the school, the school will inform the relevant supply agency and inform the duty LADO. The agency will be kept informed of all procedures and invited to meetings.

Safeguarding concerns or allegations made about staff who no longer work at the school, or historical allegations will be reported to the police.

5. Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2024) and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Safer Recruitment and Selection policy sets out the process in full. At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the school. Staff are required to sign a staff suitability declaration at the point of employment and on an annual basis thereafter.

The school obtains written confirmation from supply agencies or third-party organisations, that supply staff or other individuals who may work in the school have been appropriately checked and are suitable to work with children.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

6. Site Security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. Visitors who have been granted permission to move around site without an escort will be issued with a green lanyard. All visitors who have not undergone the required checks will be issued with a red lanyard.

Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

7. Child protection

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that our pupils receive equal protection, we will give special consideration to children who are:

- living away from home or in temporary accommodation
- living in chaotic and unsupportive home situations
- living transient lifestyles
- affected by parental substance misuse, domestic violence or parental mental health needs
- vulnerable to being bullied, or engaging in bullying
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- do not have English as a first language
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Human Rights Act

It is unlawful for any school to act in a way that does not compatible with the Human Rights Act 1998. Specific convention rights which apply to schools are:

Article 3: the right to freedom from inhuman and degrading treatment

Article 8: the right to respect for privacy and family life, includes a duty to protect individuals' physical and psychological integrity

Article 14: requires that all the rights and freedoms set out in the Act must be protected and applied without discrimination

Protocol 1, Article 2: Protects the right to education.

Being subject to harassment, violence or abuse may breach any or all of their rights.

Our Role

- to keep our eyes and ears open
- to report and discuss concerns about abuse with the DSL
- to be excellent adult role models

NB: Identifying and investigating actual child abuse is the responsibility of child protection agencies.

Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so
- fewer outside contacts than other children
- impaired capacity to resist or avoid abuse
- communication difficulties that may make it difficult to tell others what is happening
- be inhibited about complaining for fear of losing services
- be especially vulnerable to bullying and intimidation
- be more vulnerable than other children to abuse by their peers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

Children who are absent from education

Attendance, absence and exclusions are closely monitored. A child being absent from education for prolonged periods and/or on repeat occasions, and a child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation or mental health problems. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children are absent or go missing on repeated occasions and/or are missing for periods

during the school day. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

The School's procedures for unauthorised absence and for dealing with children who go missing from education are found in the Attendance Policy. Two emergency telephone numbers are held for each pupil on the School's MIS. The School will report a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

Mental health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy. More information can be found in the Wellbeing and Mental Health policy.

Children who are lesbian, gay, bi or trans (LGBTQ+)

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm.

Unfortunately, children who are LGBTQ+, or are perceived to be LGBTQ+, can be targeted by other children. The risk to these children can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

Looked After Children

The most common reason for children becoming looked after is because of abuse and/or neglect. The Head should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. They should ensure that appropriate staff, via the DSL, have the information they need in relation to a child's looked after status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should be responsible for holding the details of the child's social worker and any other relevant contacts.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

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 school should notify the local authority of the circumstances.

Supporting Children at Risk

St Nicholas' School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. St Nicholas' School may be the only

stable, secure and predictable element in the lives of some of the children under its care. The School, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

St Nicholas' School also recognises that some children who have experienced abuse may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

St Nicholas' School will endeavour to support all its pupils through:

- the curriculum, to encourage self-esteem and self-motivation
- the School ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- a coherent management of behaviour
- a consistent approach which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all pupils are supported within the School setting
- liaison with other professionals and agencies who support children and parents
- a commitment to develop productive, supportive relationships with parents whenever it is in the child's interests to do so
- the development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in child protection issues.

St Nicholas' School recognises that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

St Nicholas' School also recognises that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and protection.

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2024) refers to four categories of abuse. These are set out in Appendix Two, along with indicators of abuse.

Taking action

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for acting are:

- in an emergency take the action necessary to help the child (including calling 999)
- report your concern as soon as possible to the DSL, by the end of the day at the latest

- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the CPOMS to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child.

Disclosures

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them, they must pass the information on to the DSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils, staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete a CPOMS to inform the DSL as soon as possible
- seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL, headteacher/principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Following several cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2024)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored securely in a filing cabinet in the DSL office, and only accessible to those on the safeguarding team. Any electronic information will be password protected using CPOMS and only made available to relevant individuals. Files will be securely transferred to the new school within 5 days of the new school term, at the point of a pupil's departure. Files that cannot be transferred, for instance when the pupil is home schooled, will be kept until the pupil is 25 years of age.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent. The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the data protection officer or DSL.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason, they make a judgement that direct referral is in the best interests of the child.

8. Child-on-child abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children can abuse other children and young people and should be clear about the school's policy and procedures regarding child-on-child abuse. Staff will maintain an attitude of 'it could happen here'. All child-on-child abuse is unacceptable and will be taken seriously.

Child-on-child abuse can take many forms, including:

- **physical abuse** such as shaking, biting, hitting, kicking or hair pulling
- **bullying**, including cyberbullying, prejudice-based and discriminatory bullying
- **sexual violence and sexual harassment** such as inappropriate sexual language, touching, sexual assault or rape
- **causing someone to engage in sexual activity without consent**, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)** including pressuring another person to send sexual imagery or video content
- **abuse in intimate personal relationships between peers (also known as teenage relationship abuse)** - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- **upskirting** – taking a picture under a person's clothing without their permission for the purposes of sexual gratification or to cause humiliation, distress or alarm
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys.' Tolerance of such behaviours can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. However, all staff recognise

that it is more likely that girls will be victims of child-on-child abuse and boys are more likely to be the perpetrators.

Staff recognise that that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but simply not being reported.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying policy, a copy of which can be found on the website. A bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. If appropriate, it will be referred to the local authority.

Minimising risk

At our school, we take the following steps to minimise or prevent the risk of child-on-child abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Pupils are taught about managing friendships through the 'Girls on Board' approach.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

The school has taken steps following Ofsted's 2021 review of sexual abuse in schools and colleges. These steps include improved training for staff through in house safeguarding training and for teachers of RSE through the PSHE association; improved record keeping and analysis of reported abuse including online; review of the PSHE and RSE curriculum; improved student voice, including the introduction of an anonymous reporting platform, diversity and wellbeing groups and running information events for parents.

Managing allegations of child-on-child abuse

Staff should pass all allegations of child-on-child abuse to the DSL immediately. They will then be investigated and dealt with as follows:

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.

- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children’s social care. The DSL will then work with children’s social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.
- **Record** – all concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing, kept confidential and stored securely on the school’s child protection and safeguarding systems and/or in the child’s separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.

Children can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy. To ensure children can report their concerns easily, the school has an anonymous reporting platform for children to confidently report abuse. This can be accessed via their Form Team.

Staff must reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.

Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

9. Managing a concern or disclosure

Stage 1: Initial concern or disclosure

It can take a great deal of courage for a child to talk to an adult about their abuse because the child is ‘telling’ on someone more powerful than they are. Therefore, this should be kept in mind: the child may be having to betray a person who is not only close to them but also loved by them and they are risking a great deal in the hope that you will believe what they say.

Guiding principles, the seven R’s:

Receive, Reassure, Respond, Report, Record, Remember, Review (DSL led)

If a member of staff hears, suspects or has cause for concern that abuse is taking place, they must:

- Remain calm, approachable and receptive. Do not pre-judge, make assumptions or speculate. Do not make negative comments about the alleged abuser.
- Listen carefully, without interrupting. You must **not** ask leading questions.
- Make it clear that you are taking the matter seriously.
- Reassure the pupil and explain that you need to pass on the information to the DSL who will ensure the right action is taken. You must not guarantee absolute confidentiality.
- Let them know what may happen as a result of their disclosure.

What to do next:

- You must make an immediate, careful and accurate record of what has been said, using the child's actual words wherever possible (not your interpretation of them). If you record opinions, ensure these cannot be confused with the facts.
- Where possible reports should be made using CPOMS which will allow the safeguarding team to be immediately notified.

Recording requirements: paper or computer based.

Make an accurate record (which may be used in 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
- What action was taken
- Any actual words or phrases used by the child

The records must be signed and dated by the author. Record, in writing, the fact that you have reported the situation to the DSL; this is for your own protection.

- Immediately contact the DSL as soon as is practical that day. If the DSL is not contactable immediately, the Deputy DSL should be informed and the Head (if the Head is absent contact the Chair of Governors).
 - If the allegation involves the DSL, immediately contact the Head without first informing the DSL.
 - If the allegation involves the Head, immediately contact the DSL (who will raise the matter directly with the Chair of Governors) without first notifying the Head.

A decision will be made based on your report, judging whether the issue should be referred to outside agencies or not. Details of how the concern was followed up and resolved alongside a note of any action taken, decisions reached, and the outcome will be recorded on CPOMS.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

There is no more to your role.

Stage 2 Action by DSL

The DSL will be informed immediately by an employee, pupil or parent of the School or other persons, in the following circumstances:

- suspicion that a child is being abused
- there is evidence that a child is being abused
- in the event of a complaint made by a child against an employee of the School.

The DSL will:

- take into account Hampshire Safeguarding Children Partnership's local interagency procedure
- keep a full record of reports made in a separate confidential file
- consider the wishes of the pupil concerned (taking into account the pupil's maturity and understanding), provided they have been properly informed and consulted. Circumstances may arise where the pupil's wishes need to be overridden
- consider the parents' wishes, provided informing the parents does not put the pupil at risk and they have no interest which would conflict with the pupil's best interests
- consider the nature and seriousness of the concern or complaint and whether to make a referral (under stage 3 below) to child protection agencies
- keep the Head informed (except where the allegation involves the Head in which case the Chair of Governors will be informed).

The Head and DSL should not make their own decision over what appears to be borderline cases. If there is room for doubt as to whether a referral should be made, the DSL and the Head will consult with the Hampshire Children's Services Department on a no-names basis.

The School will not do anything that may jeopardise a police investigation. As soon as sufficient concern exists that **a child is suffering or is likely to suffer harm/significant harm**, the DSL or staff member will refer the matter **immediately** to the local authority children's social care services, children's reception team (CRT) and the police if it is appropriate (and in any event within 24 hours of disclosure or suspicion of abuse), **without further investigation within the School. Refer to NPCC guidance – When to call the police for further information.**

The DSL will confirm their referral in writing within 48 hours and if no acknowledgment is received from children's services within three working days, the DSL will contact the LA children's services again.

All further responsibility for gathering information and deciding what happens next will rest primarily with Children's Services. In some cases, a brief assessment might reveal the child to have needs which can be met by providing specific support. In other, more serious cases, the information provided to agencies by the DSL will trigger a full child protection investigation.

Whilst referrals are normally done by the DSL all members of staff are able to make a referral. Referrals are made to the County Council of the child's home address. Contact details can be found in Appendix Two.

10. Child criminal exploitation (CCE), child sexual exploitation (CSE) and Missing, Exploited and Trafficked Children (MET)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of

factors, including age, gender sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

The school includes the risks of criminal exploitation and sexual exploitation in the PSHE curriculum. A common feature of such exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

All staff are made aware of the indicators of sexual exploitation which, as well as including the indicators set out under CCE below, can also include having older boyfriends and suffering sexually transmitted infections or becoming pregnant. All concerns are reported immediately to the DSL.

Child Criminal Exploitation (CCE)

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.

Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

All staff are made aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator can include children who:

- appear with unexplained gifts or new possessions
- associate with other young people involved in exploitation
- suffer from changes in emotional well-being

- misuse drugs or alcohol
- go missing for periods of time or regular return home late
- regularly miss school or education or do not take part in education.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out under CCE, above.

Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out under CCE, above, with the main indicator being missing episodes from home and/or school. Additional specific indicators that may be present where a child is criminally exploited include children who:

- go missing and are subsequently found in areas away from home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation with which they have no connection or in a hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Missing, Exploited and Trafficked Children (MET)

Within Hampshire, the acronym MET is used to identify all children who are missing; believed to be at risk of, or who are being exploited; or who are at risk of or are being trafficked. Given the close links between all these issues, there has been a considered response to join all these issues, so that cross over of risk is not missed.

Human trafficking is defined by the United Nations Human Rights Council (UNHCR) in respect of children as a process that is a combination of:

- Movement (including within the UK);
- Control, through harm/threat of harm or fraud
- For exploitation

Any child transported for exploitative reasons is a trafficking victim.

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are several indicators which suggest that a child may have been trafficked into the UK and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history with missing links and unexplained moves
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Is one among several unrelated children found at one address
- Has not been registered with or attended a GP practice
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e., inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.

Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods have all been slaves 'hiding in plain sight' within the UK and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

If staff believe that a child is being trafficked or is a slave, this will be reported to the DSL for referral to be considered to children's social care.

11. Online safety

As we work increasingly online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We have ensured that appropriate and effective filters and monitoring systems are in place to block harmful and inappropriate content by managing the content available to pupils, who can contact our pupils and the personal conduct of our pupils online. We take care to ensure that these systems do not unreasonably impact on teaching and learning, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our pupils. Our filtering and monitoring systems are reviewed regularly (at least annually) to ensure their effectiveness. Filtering systems in place at school will also work when pupils are using their school laptops at home.

We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe. We will also inform parents and carers of what we are asking children to do online, including the sites they need to access, and with whom they will be interacting online.

We have also ensured that appropriate level of security protection procedures are in place to safeguard our systems, staff and learners. We review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Online safety risks can be categorised into four areas of risk:

content - being exposed to illegal, inappropriate or harmful content such as pornography, fake news, misogyny, self-harm, suicide, radicalisation and extremism

contact - being subjected to harmful online interaction with other users such as peer to peer pressure and adults posing as children or young adults to groom or exploit children

conduct - personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying

commerce - risks such as online gambling, inappropriate advertising, phishing or financial scams.

All staff are aware of these risk areas and should report any concerns to the DSL. See Use of ICT and Internet Safety Policy for more information.

Sharing nudes and semi nudes

Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or done offline between devices via services like Apple's AirDrop.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or

'pics'. Other terms used in education include 'sexting', youth produced sexual imagery' and 'youth involved sexual imagery'.

The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g., by selling images online or obtaining images to share more widely without consent to publicly shame

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the young people involved.

The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in December 2020 – [UKCIS advice 2020](#). The school will have regard to this advice when managing these issues.

12. Radicalisation and Extremism

The government defines extremism 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. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014). See Appendix 7 for more information and risk assessment.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Honour-based abuse

'Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. Staff and the DSL are aware of this dynamic and will consider it when deciding what safeguarding action to take.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

Contact Details: Forced Marriage Unit – 020 7008 0151

Email: fmufco.gov.uk

Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [Right to choose](#)

All staff are advised to maintain an attitude of 'it could happen here' where safeguarding, preventing radicalisation and extremism, honour-based violence, female genital mutilation, forced marriage, child sexual and child crime exploitation are concerned.

13. Domestic abuse

The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear or experience the effects of abuse.

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members

regardless of gender or sexuality. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial, economic and emotional abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.

Any child can witness and be adversely affected by domestic abuse in their home life. Experiencing domestic abuse can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: NSPCC- UK domestic-abuse Signs Symptoms

Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.

All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL. For more information refer to Domestic Abuse Act 2021

The Operation Encompass helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

Appendix One

Procedure for managing allegations against staff

An allegation made against teachers and other staff (including volunteers who work with children) must be reported immediately to the Head. Should the initial allegation first be made to the DSL or any other member of staff then the DSL or that member of staff must either request the person raising the allegation to report it to the Head or if that is not possible to pass details of the allegation to the Head immediately.

Where the allegation is made against the Head, the person must immediately inform the Chair of Governors, or in their absence the Governor responsible for Child Protection, without first notifying the Head.

If the allegations involve the DSL or the Chair of Governors, the person must immediately inform the Head without first informing the DSL or the Chair of Governors.

1. The Designated Officer (LADO) will be informed of all allegations which appear to meet the above criteria.
2. The Head will discuss the matter with the Designated Officer – immediately or within one working day at the latest and where necessary, the Designated Officer will obtain further details of the allegation and the circumstances in which the allegation was made. The school will act in accordance with any advice given by the Designated Officer and will not investigate allegations or inform any individuals without the Designated Officer's consent. If a crime may have been committed, the matter should be reported to the police.
3. The school may act in the event of allegations against staff in accordance with its disciplinary procedures. The report will be submitted to the Teaching Regulation Agency (TRA) where a teacher has been dismissed or would have been dismissed had they not resigned for "unacceptable professional conduct" or "conduct that may bring the profession into disrepute" or a "conviction at any time for a relevant offence". Where

a dismissal does not reach the threshold for earlier DBS referral, consideration will be made for TRA referral.

4. If the member of staff (including a volunteer or Governor) is deemed unsuitable to work with children and the School may cease to use their services, the School will make a detailed and prompt report to the Disclosure and Barring Service (DBS), as soon as possible but certainly within one month of any person (whether employed, contracted, a volunteer or a student) who is considered no longer suitable to work with children. The DBS address for referrals is PO Box 3961, Royal Wootton Bassett SN4 4HF (Tel: 03000 200 190). A referral to the DBS may now require a referral to be made to the TRA as well.
5. *Early Years Foundation Stage* – the Head will inform Ofsted as soon as reasonably practicable and at the very latest within 14 days of the allegation being made of any allegation of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere).

Suspension

Suspension will not be an automatic response to an allegation but will be considered where the circumstances warrant it, including:

- there is cause to suspect a child or other children at the school is or are at risk of significant harm
- the allegation warrants investigation by the police
- the allegation is so serious that it might be grounds for dismissal
- it is necessary to progress the investigation.

If suspension is deemed appropriate, the reasons and justifications will be recorded by the school and the individual will be notified of the reasons usually within one working day.

Duty of care

The school recognises that it has a duty of care towards its employees and will ensure support is in place for individuals facing an allegation. Individuals should be informed of concerns or allegations and explained the likely course of action as soon as possible, unless external agencies object to this. A representative will be appointed by the school to keep the individual informed of progress of the case and to consider what other professional support is available and appropriate for the individual.

Malicious or unfounded allegations

The Head will consider whether to take disciplinary action in accordance with the School's Policy on Promoting Good Behaviour where an allegation by a pupil is shown to be malicious, false, unfounded or deliberately invented.

The allegation will also be removed from the personnel records and will not be included in references. The child's behaviour will be dealt with as a breach of school policies.

Record keeping

For all other allegations, the school will keep a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached. The school will provide the accused person with a copy of the summary following consultation with the appropriate agencies and when an agreement has been reached as to what information can be disclosed.

The record will be kept confidentially on the personnel file.

Timescales

It is in everyone's interest for cases to be resolved as quickly as possible consistent with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay.

Reporting an allegation about a member of staff

Name of staff member concerned
Name of reporting member of staff
Date
Details of the allegation, including times, dates and witnesses
Information about any supporting evidence
An immediate action required (to be completed by SMT)
Details of outcome of investigation, any action taken and reasoning (to be completed by SMT)

Appendix Two Childrens Services Contact Details

Whilst referrals are normally done by the DSL all members of staff can make a referral. Referrals are made to the County Council of the child's home address. For St Nicholas' School this is normally Hampshire or Surrey County Council. Contact details:

Hampshire County Council Children's Services (Aldershot and Fleet, Farnborough, Alton, Basingstoke and Church Crookham addresses):

0300 555 1384 – 9.00 to 5.00pm. Mon to Fri

0300 555 1373 – out of hours number

Email: childrens.services@hants.gov.uk

Children's Reception Team (CRT) – 01329 225379 (for cases of significant harm)

For allegations against a member of staff;

LADO for Independent Schools – 01962 876364 Email: child.protection@hants.gov.uk

Hampshire Police non-emergency line: 101

If you are concerned about immediate harm, then the police should be contacted on 999. The NPCC guidance 'when to call the police' can provide further information.

Surrey County Council's Children's Services:

C-SPA; 0300 470 9100 Mon to Fri 9am to 5pm

01483 517 898 – Emergency Duty Team (out of hours)

LADO for Independent Schools – 0300 123 1650 9am to 5pm Mon to Fri

Email: LADO@surreycc.gov.uk

Surrey Police non-emergency line: 101

NSPCC Child Protection Line: 0808 800 5000

Mon to Fri 8am – 10pm

Weekends 9am – 6pm

Childline: 0800 1111

Appendix 3 Categories of Abuse

Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness). The Body Map function in CPOMS should be used when reporting injuries, no child should be asked to remove clothing by a member of staff.

Emotional abuse

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

Sexual abuse

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

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their schoolwork
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix 4 Self-Harm and Suicide

At St Nicholas School we aware that suicide prevention is a key part of our role in safeguarding children and young people, and that we will take a holistic approach to ensuring that pupils are as suicide safe as possible.

This policy should be read alongside the school's Mental Health and Wellbeing Policy.

We acknowledge that:

- Many young people will experience thoughts of suicide and self-harm, and young people might self-harm with or without suicidal intent.
- Suicide is complex. There are many contributory factors surrounding a suicide and reasons are often complex and individual to that person.
- We recognise that the stigma surrounding self-harm, suicide and other mental illness can be both a barrier to seeking help and a barrier to offering help. We are dedicated to tackling suicide stigma and will ensure staff use appropriate language when talking about suicide. All staff have received training on this.
- Talking about suicide does not create or increase risk. Contrary to common belief, this type of questioning does not encourage young people to pursue suicide ideation. Rather it signals that you care and that you are ready to talk to them about it. The opportunity to discuss feelings around suicide can provide a great relief.

All our staff are self-harm and suicide aware. Suicide prevention forms part of our staff INSET training, and the pathways are available to all staff via the Staff SharePoint. Additional training can be found online at Zero Suicide Alliance.

Mental wellbeing is taught as a statutory part of our Personal, Social, Health and Economic (PSHE) curriculum, aiming to build young people's knowledge, skills, and resilience through regular, high-quality lessons. We will ensure learning materials are age-appropriate and preventative and ensure we do not give information on methods of self-harm or suicide, or use emotive language, videos, or images.

The school provides clear pathways for pupils to raise concerns to school staff, including an anonymous reporting platform. Reminders of these are displayed in form rooms on the Teams platform and in toilets.

The school recognises that self-harm and suicide effects more than just the individual and are committed to supporting peers and staff including giving them access services when self-harm or suicide has affected them.

All staff recognise that the need to protect someone's life overrides confidentiality and will report our concern to the Designated Safeguarding Lead or Head of Phase immediately.

When a pupil is identified at risk of self-harm or suicide the Designated Safeguarding Lead will be informed and if a pupil is in crisis staff will dial 999.

Where a death by suspected suicide has occurred, we will have a named Postvention Response Team with the following roles:

Postvention Response Team	
Postvention Team Chair	Primary; Headteacher Designate: DSL
Family Liaison Officer	Primary: Headteacher Designate: DSL
Communications Lead	Primary: Headteacher Designate: DSL
Care for Students Lead	Primary: DSL Designate: Head of Phase
Care for Staff Lead	Primary: DSL Designate: Deputy Head Academic

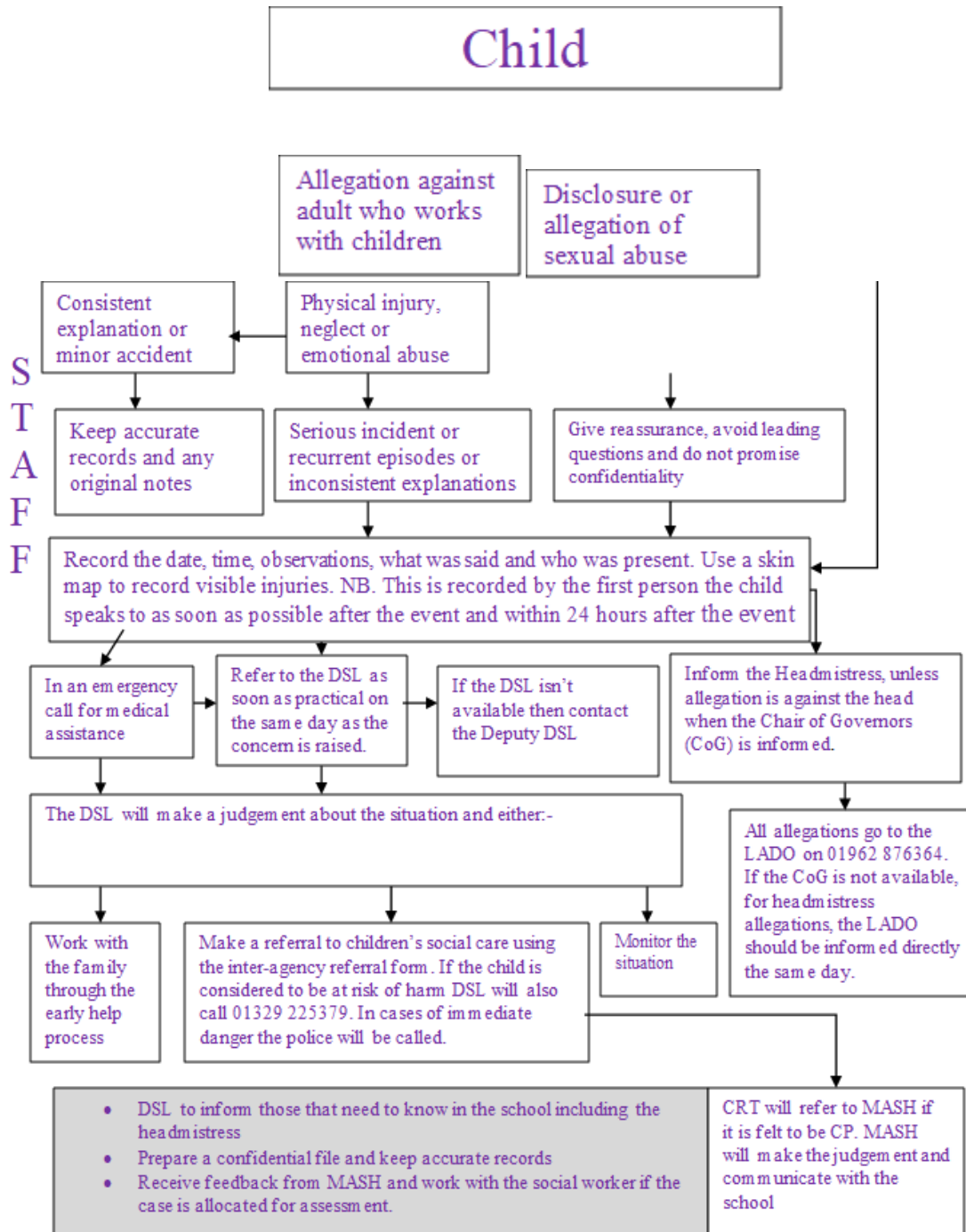
All primary and designate members will be familiar with the 7 stages of postvention response outlined within the Hampshire Suicide Prevention & Postvention Protocol

All primary and designate members will have a clear understanding of their roles and responsibilities as outlined within the Hampshire Suicide Prevention & Postvention Protocol

In the event of a serious incident, whereby someone has attempted or died by suicide.

- The school will work in partnership with the Local Authority to implement our postvention response
- The school will also be mindful of the impact that supporting an inquest can have on staff and their wellbeing and will signpost to appropriate support, including suicide bereavement support through Amparo (which provides support for anyone affected by suspected suicide)
- The school will ensure effective partnership working to support pupils returning school after a serious incident of self-harm or attempted suicide, whereby the child/young person is at the centre of decision making and determines who is best to support them in school.

Appendix 5 Flowchart for child protection procedures



Appendix 6 Brook sexual behaviours traffic light tool

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

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

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

Behaviours: age 0 to 5

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

What is a green behaviour?

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

What can you do?

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

Green behaviours

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

What is an amber behaviour?

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

What can you do?

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

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang

- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

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

Behaviours: age 5 to 9 and 9 to 13

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

What is a green behaviour?

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

What can you do?

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

Green behaviours 5-9

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

Green behaviours 9- 13

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

What is an amber behaviour?

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

What can you do?

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

Amber behaviours 5 - 9

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

Amber behaviours 9 - 13

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

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5 - 9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in
- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9 - 13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children

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

Behaviours: age 13 to 17

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

What is a green behaviour?

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

What can you do?

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

Green behaviours 13 – 17

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

What is an amber behaviour?

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

What can you do?

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

- accessing exploitative or violent pornography uncharacteristic and risk-related behaviour, e.g., sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more, or less money, than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information

- arranging a face-to-face meeting with an online contact alone

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

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

(Each reported incident should be managed on a case-by-case basis)

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
Red Behaviour:					
Red Behaviour:					
Amber Behaviour:					

