



# Westways Primary School

## Safeguarding Policy

April 2022  
This policy will be reviewed annually

# Westways Primary School

## Safeguarding Policy



### Our school values and ethos

#### At Westways we will:

##### Make a world of difference by...

- supporting all children to achieve their full potential
- developing respect for self, one another and the environment
- working hard and having high expectations in everything we do
- nurturing resilient, life-long learners
- contributing to our community

Safeguarding and promoting the welfare of children is everyone's responsibility at Westways Primary School

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

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

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

Every pupil should feel safe and protected from any form of abuse. The staff at Westways are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As is stated in **Keeping Children Safe in Education (2021)**: *'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child'.*

**Keeping Children Safe in Education 2021 – updates, please refer to Addendum**

#### Why do we need a policy for safeguarding children and child protection?

The welfare of our pupils and adults is of paramount importance. The aim of this policy is to safeguard and promote the welfare, safety, health and guidance of our pupils and adults by

fostering an honest, open, caring and supportive climate. This policy is designed to enable the governors, head teacher and staff at Westways to carry out their responsibilities efficiently, effectively and diligently to ensure that this school is a safe learning environment for all children.

Westways Primary School fully recognises the contribution it must make to protect and support pupils in school. The school follows all the procedures and policies detailed on the Safeguarding Sheffield Children website: (<https://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-education-settings/Schools-Education-Settings-Policies-Procedures.html>). A hard copy of these are located in each of our three buildings and staff have access to them on the school's website <https://www.westwaysprimary.co.uk/> . Westways recognises that, due to the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

This policy applies to all staff, Governors and volunteers working in school. Our school fully recognises the contribution it can make to protect children and support pupils in school. In accordance with our values and ethos statement, all staff believe that our school must provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

### **Equal Opportunities**

Westways will ensure that all children irrespective of factors such as: disability, gender, social or cultural background, religion or ethnic origin are given opportunities to realise their potential.

### **Designated members of staff**

**Martin Fallon, Executive Head teacher (DSL)**  
**Charles Hollamby, Head of School (DDSL)**  
**Anna Reynolds, Senior Learning Mentor (DDSL)**  
**Jane Parfitt, SENCo and Inclusion Manager (DDSL)**  
**Su Woolley, Learning Mentor (DDSL)**  
**Lynn Pocock– nominated Governor for Safeguarding and Chair of Governors**

### **Looked After Children (LAC)**

Martin Fallon (Executive Head teacher) and Jane Parfitt (SENCO) are the designated teachers for Looked After Children. They are supported by the Senior Learning mentor and the team monitor the welfare and safeguarding of care leavers, adopted children and any children with special guardianship orders.

### **The role of school staff**

School staff are important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. All staff at Westways Primary school have a responsibility to provide a safe environment in which children can learn. All staff should be prepared to identify children who may benefit from Early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the nursery upwards.

### **Early help**

Any child may benefit from early help, but all school staff will be particularly alert to the potential need for early help for a child who:

## **SAFEGUARDING PROCEDURES AT WESTWAYS**

*It is essential that **everybody** working in a school or college understands their safeguarding responsibilities.*

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs; has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
  - has a mental health need;
  - is a young carer;
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
  - is frequently missing/goes missing from care or from home;
  - is at risk of modern slavery, trafficking, sexual or criminal exploitation;
  - is at risk of being radicalised or exploited;
  - has a family member in prison, or is affected by parental offending;
  - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
  - is misusing drugs or alcohol themselves;
  - has returned home to their family from care;
  - is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
  - is a privately fostered child;
  - is persistently absent from education, including persistent absences for part of the school day.
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- We will ensure that we have a team of people directly leading safeguarding at Westways including a designated safeguarding lead and deputies to oversee the care and provision for all children. We will ensure every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead and Deputies responsible for child protection and safeguarding and their role (see safeguarding front sheet available in staff induction pack, main entrance, reception and school's website).
  - All concerns, incidents and referrals will be written on Child Protection Online Monitoring System (CPOMS) or in writing and will be shared with the safeguarding team in school
  - The safeguarding team will devise a plan of action and where appropriate seek advice and support from the Sheffield Safeguarding Hub (Telephone number - **0114 2734855**)
  - The safeguarding team, where appropriate, will share their concerns with the child's parent/carers and class teacher.

- The Safeguarding team will ensure that information is stored safely and shared with the appropriate child services if necessary
- Staff will be trained and kept up to date on current safeguarding procedures who will then update other staff in a timely way.

### **Reporting procedures for staff and volunteers**

Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or if anyone observes injuries that appear to be non-accidental, or where a child or young person makes a direct allegation or implies that they have been abused, or makes an allegation against a member of staff. Staff must;

- **Make a record of what they have seen, heard or know accurately as soon as possible after the event occurs, on CPOMS or in writing.**
- **Immediately share their concerns with the designated safeguarding lead or a deputy designated safeguarding lead (or head teacher if an allegation about a member of staff) and agree action to take.**
- **Refer in person, via CPOMS or in writing in a timely way.**
- **Records must include the date, including the year and the full name of the person reporting the allegations and be signed. (see appendix for guidelines)**
- **A member of the safeguarding team will contact the Sheffield Safeguarding hub for advice and support – 0114 2734855**

### **CONFIDENTIALITY**

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know. Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the safeguarding lead/deputy

### **CONDUCT OF STAFF**

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff should be aware of not; working alone with a child, guidance around physical interventions, avoiding cultural and gender stereotyping, confidentiality and dealing with sensitive information, personal use of social media and the need for privacy settings.

### **PHYSICAL CONTACT & PHYSICAL INTERVENTION/REASONABLE FORCE**

Members of staff may sometimes have physical contact with pupils. This might be walking together around school or on a trip, comforting distressed pupils or giving first aid. Staff might also need to use physical contact to prevent pupils from hurting themselves or others, damaging property or causing disorder. **All staff have the legal power to use reasonable force** but should only make physical interventions with children when:

- If it is necessary to protect the child from immediate danger. All staff would do what is reasonably proportionate and necessary to protect the child from harming themselves or others.

- Staff should explain to the child/other children in the area what they are doing and why - this prevents misunderstandings.
  - Certain members of staff are trained in **Team Teach** procedures and they should be called upon where this is necessary wherever possible.
- Team Teach incidents will be recorded in the Team Teach incident log and parents informed immediately and in every case.

## **SITE SECURITY**

- Children are never allowed to leave the school site without adult supervision during the school day
- Visitors use the main entrance and report to the main office on arrival where they will be asked to sign in and given a visitor's badge with their photo visible
- Unknown adults on site must always be challenged by a member of staff

## **Westways will take all reasonable measures to:**

Adopt a child-centred approach, ensuring that there is a 'listening culture' to empower children and young people to speak out about any concerns that they might have and that their wishes and feelings are actively sought when addressing any concerns or liaising with other agencies.

Ensure that we practice **safer recruitment** in checking the suitability of staff, and volunteers, governors and staff employed by another organisation to work with children and young people and maintain an up to date **Single Central Record** in line with Keeping Children Safe in Education (2021);

Ensure that where staff from another organisation are working with our pupils on another site, we require written confirmation that appropriate child protection checks and procedures have been completed on those staff.

**Be alert to signs of abuse and neglect**, both in the school and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil.

**Deal appropriately with every suspicion or complaint of abuse** and to support children who have been abused or considered to be at risk, in accordance with any agreed child protection plan, child in need plan or Early Help/Team around the child (or equivalent plan).

Design and operate procedures which, so far as possible, ensure that teachers and others who have not done wrong are not prejudiced by false allegations.

Be alert to the medical needs of children including those with physical and mental health conditions.

**Operate robust and sensible health and safety procedures** and operate clear and supportive policies on drugs, alcohol and substance misuse.

## **Upskirting**

This is now a criminal offence and defined as: 'taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm' (DfE 2019)

## **Serious Crime**

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

## Opportunities to teach safeguarding

Schools should teach safeguarding as part of a broad and balanced curriculum. This can be covered through Relationships Education and Relationships and sex education (formerly known as Sex and relationships Education). Relationships Education is mandatory for all Primary pupils from 2020.

<https://www.legislation.gov.uk/ukdsi/2019/9780111181997>

## Online Safety

Government guidance is available to support the teaching of online safety in schools. This outlines how school can ensure pupils understand how to stay safe online.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)

## Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm **beyond their families**. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Always consider the places where children are at risk. It may be in the home but can also be in the neighbourhood, with a peer group a place in the school, places that children visit such as the park and shops. Remember that abuse can happen outside of the home. If you are unsure contact a member of the safeguarding team for advice or call the safeguarding hub.

**The Prevent Duty Guidance** for England and Wales emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

In line with the Prevent Duty 2015 and section 26 of the Counter-terrorism and Security Act 2015 have '*due regard to the need to prevent people from being drawn into terrorism*' which includes:

- assessing the risk of children/young people being radicalised
- building children/young people's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- Identify children who may be vulnerable to radicalisation, and know what to do when they are identified.
- Identify children who may be vulnerable to exploitation (criminal and sexual), and know what to do when they are identified.

Teach pupils about safeguarding and **online safety**, for example through use of online resources, through the curriculum and PSHE, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help.

Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our school or in our local area.

## Statutory and Regulatory Framework

This policy has regard to regulations and standards issued by the Secretary of State for Education (DfE) in accordance with:

- Section 94 of the Education and Skills Act 2008
- Sections 29 and 38 of the Counter-Terrorism and Security Act 2015
- 'Revised' Prevent duty guidance for England and Wales July 2015
- The Prevent Duty: Departmental advice for schools and childcare providers June 2015
- Keeping Children Safe in Education 2019
- The Education (Independent School Standards) (England) Regulations 2014
- Statutory Framework for the Early Years Foundation Stage 2017
- The Children Act 1989
- Section 175 of the Education Act 2002
- Female Genital Mutilation Act 2003
- The Children Act 2004
- The Children and Families act 2014
- The Designated teacher for Looked after and previously Looked after children February 2018
- Working Together to Safeguard Children 2018
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
- What to do if you are worried a child is being abused: advice for practitioners 2015
- Child Sexual exploitation: Definition and guide for practitioners 2017
- Children Missing Education 2016
- Multi-Agency statutory guidance on female genital mutilation 2016
- Disqualification under the Childcare Act (2006) July 2018
- Sexual Violence and Sexual Harassment between children in schools May 2018
- Criminal Exploitation of children and vulnerable adults: County Lines guidance (September 2018)

**Keeping Children Safe in Education (2021)** defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

There are three main elements to our Safeguarding Policy

- **Prevention** – e.g. positive school atmosphere, teaching and pastoral support to pupils.
- **Protection** – by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to safeguarding concerns.
- **Support** – to support children whose welfare has been compromised.

**Westways will therefore:**

### **Prevention**

- Establish and maintain an ethos where children feel secure and are encouraged to talk, to question and are listened to. This may be achieved through discussions in circle time and through our work on on-line safety.
- Ensure robust record keeping in every case including electronic and paper copies of documents and notes that are stored appropriately to ensure confidentiality.

- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Children will be reminded on a regular basis of who is available at different times by class teachers and senior leaders. E.g. class teacher, lunchtime supervisors, learning mentor.
- Include in the curriculum activities and opportunities for Citizenship which equip children with the skills they need to stay safe including British values, online safety and PSHE.

## Protection

Westways will follow the procedures set out by the Sheffield Children Safeguarding Partnership (SCSP) to:

- Ensure we have a designated team of people including senior leaders for safeguarding who have received appropriate training and support for this role.

Currently this team consists of:

**The Designated Safeguarding Lead is Mr Martin Fallon, Executive Head teacher.**

**Deputy Safeguarding Leads are:**

- **Mr Charles Hollamby, Head of School**
- **Mrs Anna Reynolds, Senior Learning Mentor**
- **Mrs Jane Parfitt, SENCo and Inclusion Manager**
- **Su Woolley, Learning Mentor**
- Ensure we have a nominated governor responsible for safeguarding. At present this person is **Lynn Pocock**.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the Governing Body knows the name of the designated senior person responsible for safeguarding, their role and how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, and for referring any concerns, to the designated senior person responsible for safeguarding. This includes an awareness that a child's behaviour may be an indicator of abuse.
- Notify social care if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan – Link with Attendance Policy (first day of absence contact).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at case conferences.
- Keep written and electronic records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely – safeguarding records are kept electronically using CPOMs with only Safeguarding Team members having access to the records.
- Follow the Local Authority policy and procedures where an allegation is made against a member of staff or volunteer in line with guidance from the Department for Education.
- Use physical intervention/reasonable force by staff as a last resort. It will usually only be used by staff who are **Team Teach** trained for de-escalation and physical intervention. This will be used when necessary: to avert potential danger and to prevent pupils from harming themselves or others, seriously damaging property; committing a criminal offence; from engaging in any behaviour which may detrimentally affect good order and discipline in school – in accordance with Sheffield Safeguarding Board policy on restraint.
- A member of the Safeguarding team will complete any requests for information i.e. MACF(Multi-Agency Confirmation Form) forms MARAC (Multi-agency Risk Assessment Conference) forms

## Support

Westways will:

- Follow the procedures set out in the Safeguarding Children Board Procedures where it is believed that a child is suffering, or is at risk of, significant harm or there are concerns about a parent/carers well-being.
- Support children who are identified as being in need by designating an adult with whom they can build a positive relationship of trust.
- Members of the safeguarding team will use 'Signs of Safety' guidance to assess and protect children. This may include a discussion on: What are we worried about? What is working well? What needs to happen? This approach may also be used with children under the 3 houses approach (House of worries, good things and dreams).
- The Safeguarding Lead will decide who needs to know and be involved in further investigations.
- The Safeguarding Lead will attend all meetings wherever possible.
- The Safeguarding Lead will decide who needs to be aware of the situation and be involved to support the child.
- Where children are placed in alternative provision arrangements Westways School will retain responsibility for their safeguarding and well-being.



Westways is part of a project called Operation Encompass. This runs jointly between schools and South Yorkshire Police. Operation Encompass is the notification to schools that a child (under 18) has been exposed to, or involved in, any domestic incident. This will ordinarily be done by the start of the next school day.

Operation Encompass will ensure that a specifically trained member of the school staff, known as a Designated Safeguarding Lead (DSL), is informed. The DSL can then use the information, in confidence, to ensure the wellbeing of the child. The school may be able to make provisions or adjustments to assist the young person and their family.

### **Safeguarding Staff:**

As part of our duty of care to staff we will:

- Be sensitive to changes in the behaviour of and/or circumstances of colleagues and notify a member of the Senior Leadership Team so that appropriate support can be given.
- Collect and securely store information pertaining to colleagues next of kin and any medical needs
- Provide photo identification and update colleagues Disclosure and Barring Service checks in line with school policy
- Uphold local authority policies relating to staff welfare.

### **Staff will be aware that:**

- They should share concerns with either the Designated Safeguarding Lead or the Designated Deputy Safeguarding Leads at the earliest opportunity

- Safeguarding concerns are recorded on an electronic system (CPOMS) for which all staff have a log-in and have received training on or on the Safeguarding Concerns form found in safeguarding files in staffrooms or on the noticeboards.
- Concerns regarding safeguarding are recorded by the member of staff who has the concern, and this is shared with the Designated Safeguarding Lead or the Deputy Designated Safeguarding Leads
- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the children.
- Children must NOT be told that any disclosures will be kept secret because information may need to be reported to the Local Authority's Designated officers (LADO), Social Care or the police, however, the adult dealing with a concern should not discuss the matter with anyone other than the Safeguarding Leads
- Children should know that someone else may need to be told in case further action needs to be taken to keep them safe.
- Factual information is essential and how it should be recorded i.e:
  - the date and time of the alleged incident and/or when the concern was initiated
  - the nature of the concerns and what gave rise to them
  - the action they have taken and the nature of involvement by others
- It is essential that the member of staff does not 'question' the child as this may prevent other services from being able to interview the child at a later date. However in order to be accurate a staff member can seek clarification from the child.
- If signs of injury/marks – complete body map.

#### **Training:**

- Designated staff will receive training on an annual basis.
- All staff will have an update of their basic safeguarding training every three years.
- All staff will be reminded of the procedures at the beginning of each term and as deemed necessary throughout the year, and when the policy is updated.
- Volunteers will also receive an information leaflet when they begin their volunteering.

The Governing Body will be informed regularly of any safeguarding issues arising in school. General information only will be used in order to maintain confidentiality for the sake of the child and to protect evidence that may be needed for any future prosecutions.

#### **Monitoring and Evaluation will consist of:**

- Link Governor monitoring at halfway point in review cycle.
- Reports at full Governors meeting and committees.
- Reports from staff and Headteacher's termly reports to Governors
- Annual Headteacher and Governors Safeguarding Report with subsequent action points.

#### **Types of Child Abuse**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

#### **Physical Injury**

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 .

### **Neglect**

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

### **Emotional Abuse**

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, though it may occur alone.

### **Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact or include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Child Sexual Exploitation**

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

### **Extremism**

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

### **Child Criminal exploitation**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market

and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

FGM is illegal in the UK and mandatory reporting to the Police will commence in October 2015.

FGM is classified as a form of child abuse for girls under 18-years-old, one which has long-lasting harmful consequences.

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally as well as physically.

### **Indicators**

Staff may become aware of a student because:

- She appears anxious, depressed and withdrawn
- Her educational performance, aspirations or motivation may decline
- She absents herself from lessons, possibly spending prolonged periods in the bathroom
- Her friends report their concerns

Girls may be most at risk during the summer holiday, so though staff will pay attention throughout the year they may pay particular attention in the summer term, and when girls return to school in the autumn.

- We will create an 'open' and supportive environment by:
- Raising mandatory reporting duty & awareness of FGM among all staff (e.g. training, briefing sessions, guidance, etc.)
- Ensuring that the safeguarding team is fully aware of the issues around FGM
- Introducing FGM through body awareness into the school curriculum within relevant classes.

### **Actions**

- Talk about FGM professionally & sensitively
- Explain that FGM is illegal in the UK and that survivors will be protected by the law
- If you are concerned that a pupil is at immediate risk of, or has undergone FGM, you must inform your Designated Safeguarding Lead or Deputy (DSL/D) immediately. If a teacher\* discovers or is told FGM has occurred they must report this directly to the police using 101 as well as to the DSL/DDSL
- If FGM is *suspected* usual safeguarding procedures apply

\*Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': 'teacher means a person within section 141A(1) of the Education Act 2002 persons employed or engaged to carry out teaching work at schools and other institutions in England.

### **The DSL/D must:**

- Make an immediate referral into Children's Social Care for further investigation alongside the Police and health services
- Talk to the student about why they have made a referral (particularly if against their wishes)

### **Staff should not:**

- Examine a student (unless part of their normal personal care, e.g. nappy-changing, disability care etc.)
- Treat such concerns as a 'domestic' issue
- Ignore what the student has told them or dismiss the need for immediate protection
- Decide that it is not their responsibility to follow up the allegation
- Discuss their concerns with the student's family or community, in advance of any enquiries by the police, adult or children's social care

Agencies will always work with parents & wider family on a voluntary basis to prevent the abuse, including community leaders & organisations.

In all situations, the girl should be offered counselling and medical help and assess other related females who may be at risk.

### **Useful resources**

- Multi-agency statutory guidance on female genital mutilation
- [Female genital mutilation: guidelines to protect children and women](#), HO & DFE 14
- Sheffield Safeguarding Children Board Child Protection and Safeguarding Procedures Manual – [Female Genital Mutilation](#)
- Sheffield Safeguarding Children Board (SSCB) FGM fact sheet

### **Peer on Peer abuse**

#### **Context and Definition**

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but staff should be aware that emotional bullying can sometimes be more damaging than physical.

#### **Expected staff action**

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

## Recognising peer abuse

Where an incident of peer abuse may have taken place the following should be taken into account:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour

## Upskirting

Upskirting is a form of peer on peer abuse. Upskirting became a specific criminal offence under the Voyeurism (Offences) Act 2019 on 12 April 2019. It typically involves taking a photograph under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm. The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed of making a report. Report any concerns about sexual harassment or upskirting to the DSL or safeguarding team. Children are not permitted to have mobile phones in school and they should be left at the school office at the start of the day for safe keeping. Children can collect them at the end of the day.

## County lines

### What is county lines?

As set out in the Serious Violence Strategy, published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons. (*Working Together to Safeguard Children 2018*)

Across the country, young people and vulnerable adults are being exploited by gangs to move and sell drugs on their behalf in suburban areas, market towns and coastal regions. This criminal activity is known as 'county lines', as young people travel to different regions where they're unknown to the police and can therefore operate undetected. These young people can be as young as 10 and are often subjected to threats, violence, and sexual abuse by the gangs.

The Home Office has produced resources to help recognise the signs of these criminal activities.

How does it affect young people and vulnerable adults?

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
  - can be perpetrated by individuals or groups, males or females, and young people or adults; and
  - is typified by some form of power imbalance in favour of those perpetrating the exploitation.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Signs to look out for:**

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be discussed with them. Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association

### **Expected staff action**

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

### **Involvement in serious violent crime**

Possible indicators to look out for that signal a child may be at risk from or involved with serious violent crime.

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
  - Increased absence from school
  - Change in friendship/relationships with others/groups
  - Significant decline in performance
  - Signs of self-harm/significant change in wellbeing
  - Signs of assault/unexplained injuries Staff should report to safeguarding team immediately any suspicions of involvement with or harm from serious violent crime.
- Staff should report to safeguarding team immediately any suspicions of involvement with or harm from serious violent crime.

### **Domestic abuse**

The definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can

encompass, but is not limited to: psychological; physical; sexual; financial and emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Signs that a child has witnessed domestic abuse include:

- Aggression or bullying
- Anti-social behaviour
- Anxiety
- Attention seeking behaviour
- Bed wetting, nightmares and insomnia
- Constant or regular illness like colds, headaches, mouth ulcers
- Eating disorders
- Problems at school
- Withdrawn behaviour

If a child discloses domestic abuse take the following actions:

- Listen carefully and let them know they have done the right thing by telling you
- Tell them it's not their fault and that you will take it seriously
- Explain to the child what you will do next
- Report the disclosure immediately to the DSL or member of the safeguarding team
- Record the incident on CPOMS

### **Honour based violence and forced marriage**

So-called 'honour-based' violence (HBV) encompasses incidents or 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 honour based violence are abuse (regardless of the motivation) and should be handled and escalated as such.

Forced marriage- Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where 14 violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmv@fco.gov.uk](mailto:fmv@fco.gov.uk).

Always report concerns about honour based violence or forced marriage to the DSL or member of the safeguarding team.

### **Fabricated and induced illness**

What is fabricated or induced illness ? Fabricated or induced illness is a form of child abuse. It occurs when a parent or carer exaggerates or deliberately causes symptoms of illness in the child. In fabricated or induced illness, the parent may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms. Fabricated or induced illness is often unreported, undetected, and is emotionally harmful.

#### **Indicators of fabricated or induced illness**

Some of the indicators of fabricated or induced illness, include:

- medical history doesn't make sense
- treatment is ineffective
- the symptoms disappear when the carer isn't around
- they can be seen repeatedly by different professionals looking for different things.

In all cases, the child's normal life is restricted. Where fabricated and induced illness is suspected, referrals should be made without alerting the child's carer. If you have concerns contact the DSL or safeguarding team immediately.

### **Transgender pupils**

A transgender person feels that their external appearance or the sex they were assigned at birth does not match the way they feel internally about their gender identity. Gender Dysphoria (or Gender Identity Disorder) can present from two years old and can only be diagnosed by a medical and/or psychiatric expert.

More information is available by going to <http://www.safeguardingsheffieldchildren.org/> and reading the transgender guidance document. Legislation states that schools must not discriminate against a pupil because of their transgender status. There is no legal requirement for schools, as there is with disability, to make 'reasonable adjustments' for trans pupils.

### **Parental responsibility**

Parental responsibility is defined in law as being the rights, duties, powers and responsibilities a parent has to their child and the child's property. A child is someone who is under 18 years old.

#### **Who has parental responsibility?**

- The birth mother unless it has been taken away by a court order
- The birth father, if he was married to the mother, has jointly registered the birth with the mother or has a parental responsibility agreement with the mother or a parental responsibility order from a court.
- Same sex partners who; are civil partners, have applied for parental responsibility if a parental agreement was made, jointly registered the birth
- An adult who has been granted a 'Child Arrangements', or 'Special Guardianship Order' by the court
- Legally appointed guardian or adoptive parents
- The local authority if it is named in the care order for a child (CLA)

The Education Act 1996 (s576) defines 'parent' as:

- All biological parents
- Any person with parental responsibility
- Any person who has care of a child

Staff must treat all parents equally unless there is a court order limiting an individual's exercise of parental responsibility.

Further information can be found by referring to the Parental Responsibility policy or understanding and dealing with issues relating parental responsibility, DfE 2016 for further guidance.

### **Teacher misconduct**

The Teaching Regulation Agency (TRA), acting on behalf of the Secretary of State for Education, is responsible for investigating allegations of serious misconduct against teachers and head teachers in schools in England. If a teacher is dismissed the Head teacher will refer to the Secretary of State where the 'prohibited list' is maintained by the Secretary of State under section 141C (1) of the Education Act 2002.

### **Record keeping and records management at Westways**

Westways stores confidential records both electronically and also as paper records and in particular any original documents. Westways abides by data protection principles with regard to records containing personal information.

Our records are:

- Adequate, relevant and not excessive for the purpose(s) for which they are held
- Accurate and up to date
- Only kept for as long as necessary 15 Information is kept secure by:
- Compiling and labelling files carefully
- Keeping files containing sensitive or confidential data secure and only allowing access to them on a 'need to know' basis.

### **Retention periods**

Child protection records should be passed to any new school the child attends and kept until they are 25. In some cases, records can be kept for longer periods. Some records are subject to statutory requirements and have a specific retention period.

This includes:

- Children who have been looked after by the local authority
- Adopted children
- Registered foster carers
- Residential children's homes

### **Destruction of child protection records**

When the retention period has ended confidential records will be destroyed and any electronic records will be purged. All electronic and paper records will be kept securely and in confidence. Records will be transferred securely if a pupil leaves Westways to attend another school. Copies of any records held by the school are sent to secure archive storage.

### **Whistle blowing and what staff should do if they have concerns about safeguarding practices within the school**

Appropriate whistleblowing procedures should be in place for concerns to be raised with the school or college's senior leadership team. Where staff feel unable to raise an issue with their employer or feel that their genuine safeguarding concerns are not being addressed NSPCC whistleblowing advice line is available. Staff can call 0800028 0285 – 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

Martin Fallon

Executive Head teacher and Designated Safeguarding Lead

January 2022

### **Review Cycle**

This policy will be reviewed annually.

Last review January 2022

### **Keeping children safe in education 2021. Statutory guidance for schools and colleges.**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1021914/KCSIE\\_2021\\_September\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf)

## September 2021 Addendum

### Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing.

They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of 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 begin to carry a knife for a sense of protection from harm from others.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. 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. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

We have incorporated the information above into our practice as detailed on page 8 of the Safeguarding Policy and will fully incorporate CCE within the main body of the policy at the next policy review point.

### **Sharing of nude and semi-nude images**

(from KCSiE paragraph 31)

Previously referred to as 'sexting', the school will use this terminology (recommended by UKCIS guidance) and follow their updated advice (issued in place of the former 'sexting' advice).

### **Peer on Peer abuse**

(from KCSiE paragraph 46-50 and 85)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online.

It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported.

As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

### **Peer on peer abuse is most likely to include, but may not be limited to:**

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

- 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);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff are clear as to the school's policy and procedures with regard to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

## **Child on Child Sexual Violence and Sexual Harassment**

(from KCSiE paragraph 428 - 455)

### **What do we mean by sexual violence and sexual harassment between children?**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Source: Sexual violence and sexual harassment between children in schools and colleges, Department for Education, September 2021

All staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

For the purpose of this advice, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college.

When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

**Whilst not intended to be an exhaustive list, sexual harassment can include:**

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the

It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice.

### **Online sexual harassment**

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges)
- taking and sharing nude photographs of U18s is a criminal offence;
- sharing of unwanted explicit content;
- upskirting (is a criminal offence<sup>20</sup>);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

It is important that we consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

### **Our role in prevention**

Schools and colleges can play an important role in preventative education. Keeping children safe in education sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online. We consider this as part of providing a broad and balanced curriculum.

We have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by our behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole school RSHE curriculum which has been developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and tackles such issues as:

- healthy and respectful relationships;

- what respectful behaviour looks like;
- consent;
- stereotyping,
- equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

In investigating incidents where child on child sexual violence and sexual harassment is suspected, we will follow DfE guidance which can be found [here](#) and will request support from Sheffield Children Safeguarding Partnership.