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# SENDAT Policy and Procedure

## Safeguarding and Child Protection

[This policy should be read alongside the Statement of Intent](#)

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**Alternatives (ASL):**

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## 1. Purpose

- 1.1 The purpose of SENDAT's safeguarding policy is to ensure every registered child at one of our schools or other provisions is safe and protected. This policy will give clear direction to staff, volunteers, visitors and parents and carers about the expected behaviour and responsibility when managing safeguarding concerns.

## 2. Introduction

- 2.1 SENDAT fully recognises the contribution all adults can make to protect children from harm and to support and promote the welfare of all children and young adults who are registered with SENDAT. The elements of our policy are prevention, protection and support. Our policy applies to all staff, parents and carers, governance, volunteers, visitors and children. The DSL and ASLs are most likely to have a complete safeguarding picture and are the most appropriate persons to advise on the response to safeguarding concerns.
- 2.2 This document has been amended following updated publication of DfE guidance: "Keeping Children Safe in Education (KCSiE September 2018)".
- 2.3 **It is the duty of all staff to immediately report any suspected or actual abuse i.e.**
- Emotional
  - Physical
  - Sexual
  - Failure to thrive (e.g. neglect)
- Failure to report **will** result in disciplinary action being taken in accordance with the SENDAT Disciplinary procedure.
- 2.4 If you have concerns about the behaviour of an adult in the school, report this immediately to the DSL, one of the ASLs or, if appropriate, contact the Local Authority Designated Officer (LADO)  
Email: [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk)  
Tel: 0300 123 2044
- 2.5 Use the Safeguarding form to record concerns and give the completed form to the Designated Safeguarding Lead (DSL) or one of the Alternate Safeguarding Leads (ASL). See section 11 below for further informat

## 3. Our ethos

- 3.1 SENDAT will establish and maintain an ethos where our children feel secure, are encouraged to talk and are listened to. SENDAT is committed to the Helping Me Achieve philosophy and addresses all areas within its safeguarding agenda. Children and young adults at our schools and other provisions will be able to talk freely to any member of staff or regular visitors to our school if they are worried or concerned about something.



- 3.2 At SENDAT, we are fully aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college. All staff (and particularly the DSL/ASLs) will consider the context within which such incidents occur i.e. whether any known wider environmental factors in a child's life are a threat to their safety and/or welfare (see KCSiE September 2018 para 52).
- 3.3 All staff and regular visitors will, either through training or induction, know how to recognise a disclosure from a student or will know how to manage this, (see Appendix 2 'Safeguarding children at SENDAT poster').

**3.4 We will not make promises to any child and we will not keep secrets.**

- 3.5 All SENDAT staff understand that a child is any person under the age of 18 years.
- 3.6 SENDAT will endeavour to provide activities and opportunities within its curriculum including PHSE, eSafety/online safety, etc. and at tutor times that will equip our children and young adults with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.
- 3.7 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

#### **4. Fundamental British Values**

- 4.1 SENDAT promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 4.2 Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide Social, Moral, Spiritual and Cultural elements (SMSC). The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.
- 4.3 Through their provision of SMSC, SENDAT will:
- Enable students to develop their self-knowledge, self-esteem and self-confidence;
  - Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
  - Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely;
  - Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;



- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## 5. The Prevent Duty

- 5.1 In order for SENDAT to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of SENDAT's wider safeguarding duties, it is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.
- 5.2 SENDAT can also build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop children debating controversial issues. SENDAT will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 5.3 If a member of SENDAT staff has a concern about a particular student they must follow the Trust's normal safeguarding procedures, including discussing with the school's DSL or in her absence, one of the ASLs, and where deemed necessary, with children's social care.
- 5.4 Staff colleagues may also contact the local police force or dial 101 (the non-emergency number). The police will give advice in confidence about the concerns and assist in accessing further support and advice as appropriate.

**If you have any concerns about a student, record it immediately on the reporting form (see Appendix 1) and give to one of the Safeguarding Leads (DSL or ASL).**

*In the unlikely event of the DSL being unavailable contact Customer First (see flowchart at Appendix 3).*

## 6. Female Genital Mutilation (FGM)

- 6.1 There is a mandatory duty to report FGM under the Serious Crime Act 2015. The duty requires regulated health and social care professionals and teachers in England and Wales to report known or suspected cases of FGM in girls under 18 years old to the police. SENDAT follows the advice issued and includes this duty in its Safeguarding arrangements.



Link: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genitalmutilation-procedural-information>

## **7. Peer on Peer abuse**

- 7.1 Allegations of abuse made against other children can take many forms. Staff should recognise that children are capable of abusing their peers. Any incidents or allegations reported will be recorded using current safeguarding procedures (using Appendix 1 form).
- 7.2 Staff are reminded that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2018 point 49). It is important to consider the forms abuse may take and the subsequent actions required. SENDAT is clear that both parties will need to be supported appropriately and sensitively.
- 7.3 See Appendix 4 for more detailed information.

## **8. Communication and information sharing**

- 8.1 All visitors and volunteers to SENDAT academies will be directed to read the Safeguarding and Child Protection policy in the front office. The policy contains a set of safeguarding procedures. They will be told who the Designated Safeguarding Lead and Alternate staff members are and what the recording and reporting system is. There are ‘Safeguarding Children’ posters, which include the names and photographs of the designated officers, displayed around the school.
- 8.2 When new children join a SENDAT academy, all parents and carers will be informed that we have a Safeguarding policy. This will be made available to all parents and carers. They will also be informed of our legal duty to assist our colleagues in other agencies with student protection enquiries and what happens should we have cause to make a referral to Children’ Services. All referrals will be submitted within 24 hours.
- 8.3 All parents will receive the county council leaflet Safeguarding Children in Education. Latest update available at: <http://suffolkscb.org.uk/working-with-children/education->
- 8.4 The Local Authority will be notified when any SENDAT school is about to remove a student’s name from the admission register under any of the fifteen grounds listed in the Education (Pupil Registration)(England) Regulations 2006 as amended (see Children missing education statutory guidance for local authorities September 2016) [T:\3. School Organisation and Policies\Policies - Safeguarding\Children Missing from Education](#)



## 9. Safer Recruitment:

- 9.1 At least one member of the interviewing panel for a teaching or support staff post in any SENDAT school / other provision will have completed safer recruitment training
- 9.2 All persons appointed to a governance, teaching or support staff role, or working in any SENDAT school or other provision as a volunteer, will be subject to pre-employment checks, including the requirement to obtain a satisfactory Enhanced DBS disclosure certificate with children's barred list check.
- 9.3 The Teaching Regulation Agency (TRA) Teacher Services will be contacted to check if any person proposed for appointment as a Director or LAB Member is barred as a result of being subject to a section 128 direction.
- 9.4 All applicants to SENDAT for employment, work experience or as volunteers will be informed of the safeguarding arrangements in place. They will be given a copy of SENDAT's Safeguarding policy and informed of the Designated Safeguarding Lead and Alternate which is also available in poster form throughout the Trust.
- 9.4 See SENDAT Recruitment and Selection policy for further information: [T:\3. School Organisation and Policies\01 HR Finance S&P H&S policies](#)

## 10. Induction and further training

- 10.1 On appointment the employee induction programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a student, how to record and who to pass the information to. New staff who have not had any student protection training or staff who have had training more than two years ago will be advised how to access up to date safeguarding training. Safeguarding training is an expectation of the school.
- 10.2 Every member of staff, volunteers and members of the governance will be expected to undertake training in school at least every 3 years. Updates and changes to legislation or local requirements will be presented to staff through the regular meetings schedule, professional development days and the school communication channels. Different areas of responsibility will require additional training.
- 10.3 All up to date information can be accessed via the Suffolk Safeguarding Children Board Website.  
Link: [www.suffolkscb.org](http://www.suffolkscb.org)
- 10.4 The DSL and ASLs will have up to date information and should be used as a first point of contact for concerns and queries regarding any safeguarding concern.



10.5 Further guidance is found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

## **11. Working arrangements and safeguarding**

- 11.1 Staff, visitors, volunteers or parent helpers working alone with children will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.
- 11.2 All staff will have access to and be expected to know SENDAT's protocols for dealing with student incidents including de-escalation strategies – see Welfare and Discipline Policy. At all times the agreed protocols for de-escalation must be adhered to. A list of personnel able to practice deescalation non-harmful techniques will be kept by the Trust.

## **12. Concerns about adults – managing allegations**

- 12.1 If anybody has concerns about the behaviour of staff, volunteers or visitors they must report this immediately (see section 12.7 below).
- 12.2 AT SENDAT we follow the Suffolk Safeguarding Children Board procedure. Managing Allegations of Abuse against People who Work with Children or Those who are in a Position of Trust available at <http://suffolkscb.org.uk/assets/Working-with-Children/Policies-Guidance-and-Protocols/Allegations/2016-11-01-Managing-Allegations-of-Abuse-v7.pdf>
- 12.3 The ethos of SENDAT, reflected in our statement of intent, along with staff adhering to the policies and procedures found in this document and, for instance, the SENDAT Code of Conduct, will ensure that the organisation deals fairly with all individuals and there are prompt responses to issues should they arise.
- 12.4 There are sensible steps that every adult should take in their daily professional conduct with children. Sometimes allegations are made against adults who come in to contact with children. We have a responsibility to ensure that the requirements of Safeguarding Children in Education are adhered to as well as a duty of care to our employees and volunteers.
- 12.5 All adults who come into contact with children will be made aware of the steps that will be taken if an allegation is made. At SENDAT we adhere to the guidance from the Local Authority and the Suffolk Safeguarding Children Board and will seek appropriate advice from the Local Authority Designated Officer (LADO) and HR.
- 12.6 For information about allegations made against adults see Arrangements for Managing Allegations of Abuse against People who Work with Children or Those who are in a Position of Trust available at <http://suffolkscb.org.uk/assets/Working-with-Children/Policies-Guidance-and-Protocols/Allegations/2016-11-01-Managing-Allegations-of-Abuse-v7.pdf>



[Protocols/Allegations/2016-11-01-Managing-Allegations-of-Abuse-v7.pdf](#) and also the latest version of Keeping Children Safe in Education (KCSIE) at: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**12.7 If you have concerns about the behaviour of an adult in the school, this must be reported immediately to the Headteacher, CEO or DSL or, if appropriate, contact the Local Area Designated Office (LADO). Email: LADO@suffolk.gov.uk , tel: 0300 123 2044.**

This website also gives more information and reassurances about confidentiality and impartiality: [www.pcaaw.co.uk](http://www.pcaaw.co.uk).

12.8 Allegations could include one or more of the following concerns i.e. that the adult has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

12.9 Adults concerned about the welfare or safety of any student must record their concern on the agreed report form (Appendix 1) and give this to the Designated Safeguarding Lead (DSL). The DSL will always ring the LADO for advice. If the DSL is implicated, the Deputy or Chair of Governors should be contacted or staff can go directly to the LADO (see section 12.7 above).

12.10 The report form must be signed and dated by the adult making the report. Any information recorded will be kept in a separate, named file, in a secure cabinet and not with the student's academic file. These files will be the responsibility of the DSL and Head teacher/CEO and information will only be shared within school on a need to know basis for the protection of the student.

12.11 Reports of a concern to the DSL must be made in writing on the same day and signed and dated by the person with the concern.

12.12 Where there is a safeguarding concern and the student transfers from SENDAT provision we will ensure that our DSL or Alternate makes contact with the DSL at the receiving school. The file will be forwarded including all appropriate information and a receipt will be requested to ensure transfer has taken place successfully (see Data Protection Policy).

### **13. Roles and responsibilities**

13.1 SENDAT recognises the importance of supporting not just our children but their families. All SENDAT staff, through the training offered, are part of our early help, identifying and supporting children and their families and working together with the appropriate agencies.



13.2 The CEO/ Head teacher is responsible for identifying a senior member of staff to be the Designated Safeguarding Lead (DSL). For more information on the role of DSL see [Keeping Children Safe In Education 2018](#).

13.3 Through appropriate training, knowledge and experience our DSL, in partnership with ASLs and other members of the Senior Leadership team as appropriate, will make referrals and liaise with Children's Services and other agencies where necessary.

## 14. Confidentiality

14.1 Where staff have access to confidential information about children or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the student.

14.2 All staff are likely to at some point witness actions, the details of which need to be kept confidential. All incidents must be reported and dealt with in accordance with the appropriate SENDAT procedure.

14.3 All staff colleagues must maintain absolute confidentiality with regard to safeguarding matters, both within SENDAT and externally. This also means that matters concerning the children and/or staff must not be discussed on networking sites i.e. Facebook, Twitter etc. (see Acceptable Use Policy).

14.4 All staff do, however, have an obligation to share with their manager or SENDAT's Designated Safeguarding Lead (DSL) any information which gives rise to concern about the safety or welfare of a student.

14.5 Staff must NEVER promise to a student that they will not act on information that they are told by the student.

## 15. Disciplinary action

15.1 All staff colleagues must fully understand that failure to meet appropriate standards of behaviour and conduct may result in disciplinary action being taken in accordance with the SENDAT Disciplinary procedure and that this action may include dismissal.

15.2 It is the duty of all staff to report any suspected or actual abuse – emotional, physical, and sexual or failure to thrive (e.g. neglect). Failure to report will result in disciplinary action.

15.3 The Trust will follow the procedure set in The Suffolk Safeguarding Children Board document "Arrangements for managing allegations of abuse against those who work with children or those who are in a position of Trust" <http://suffolkscb.org.uk/assets/Working-with-Children/PoliciesGuidance-and-Protocols/Allegations/2016-11-01-Managing-Allegations-of-Abuse-v7.pdf>



15.4 Staff must read latest version of Keeping Children Safe in Education (KCSIE 2018) available from the School office, the shared school network and also from the Government's education department website:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/707761/Keeping\\_Children\\_Safe\\_in\\_Education\\_-\\_September\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf)

## 16. Linked policies

16.1 The following SENDAT policies regarding expectations of behaviour, conduct in and out of SENDAT and other related aspects of safeguarding should be referenced and are available on request:

- Code of Conduct for Employees and Volunteers
- Behaviour Policies
- Children missing education – statutory guidance September 2016
- Welfare and Discipline
- Confidentiality Agreement
- Data Protection Policy
- Recruitment and Selection guidance
- Disciplinary Procedure
- Whistle blowing procedure - if any staff colleague is unhappy with how their concerns have been managed in-house, anybody can go to the Police, Social care or Ofsted:

<https://www.gov.uk/complain-about-school>

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**SAFEGUARDING FORM**  
**Record of safeguarding concerns in school**

<b>Name of student:</b>	<b>Date of birth:</b>	<b>Class:</b>	<b>Person completing form and position in school:</b>

**Nature of concern:**  
e.g. disclosure, injury, change in behaviour, demeanour, appearance, etc.

**Action taken:**  
e.g. who information was given to, referral made, parent informed, etc.

Signed: ..... Date: .....

Name: ..... Job role: .....

**Give this completed form to the Safeguarding Lead (DSL or ASL)**

In the unlikely event the safeguarding leads are unavailable, contact Customer First: 0808 800 4005 (24 hours)

# Safeguarding students

## at SENDAT

We all have a statutory duty to report any incidents where we have any cause to suspect that a student is suffering, or is likely to suffer, significant harm.

Neglect, Sexual Abuse, Physical Abuse, Emotional Abuse

Report any concerns immediately to the safeguarding leads (DSL or ASL):

Georgina Lewis (DSL) Trained on 02.12.14

Mick Truman (ASL) Trained on 22.07.15

Lawrence Chapman (ASL) Trained on 23.09.16

Sharron White (ASL) Trained on 05.05.16

Sasha Hunt (ASL) Trained on 05.02.17

Sue Barlow (SENDAT Outreach ASL) Trained on 02.12.14

### Remember:

- It is NOT the responsibility of school staff, volunteers or visitors to form judgements.
- ONLY discuss your concerns with the Designated Officers.
- DO NOT discuss the incident with anyone else inside or outside of the School.
- DO NOT carry out any investigations.
- DO NOT ask leading questions. The allegations may lead to criminal proceedings and your actions could jeopardise police investigations.
- DO tactfully and sympathetically listen to the concerns of the student.
- DO report any incidents or signs immediately in writing using the safeguarding recording form.
- DO ensure that all paperwork is SIGNED AND DATED.
- In the event of the incident involving the Headteacher or Designated Officers, report your concerns to the Chair of Directors via school office.

In the unlikely event the safeguarding leads are unavailable you can contact:

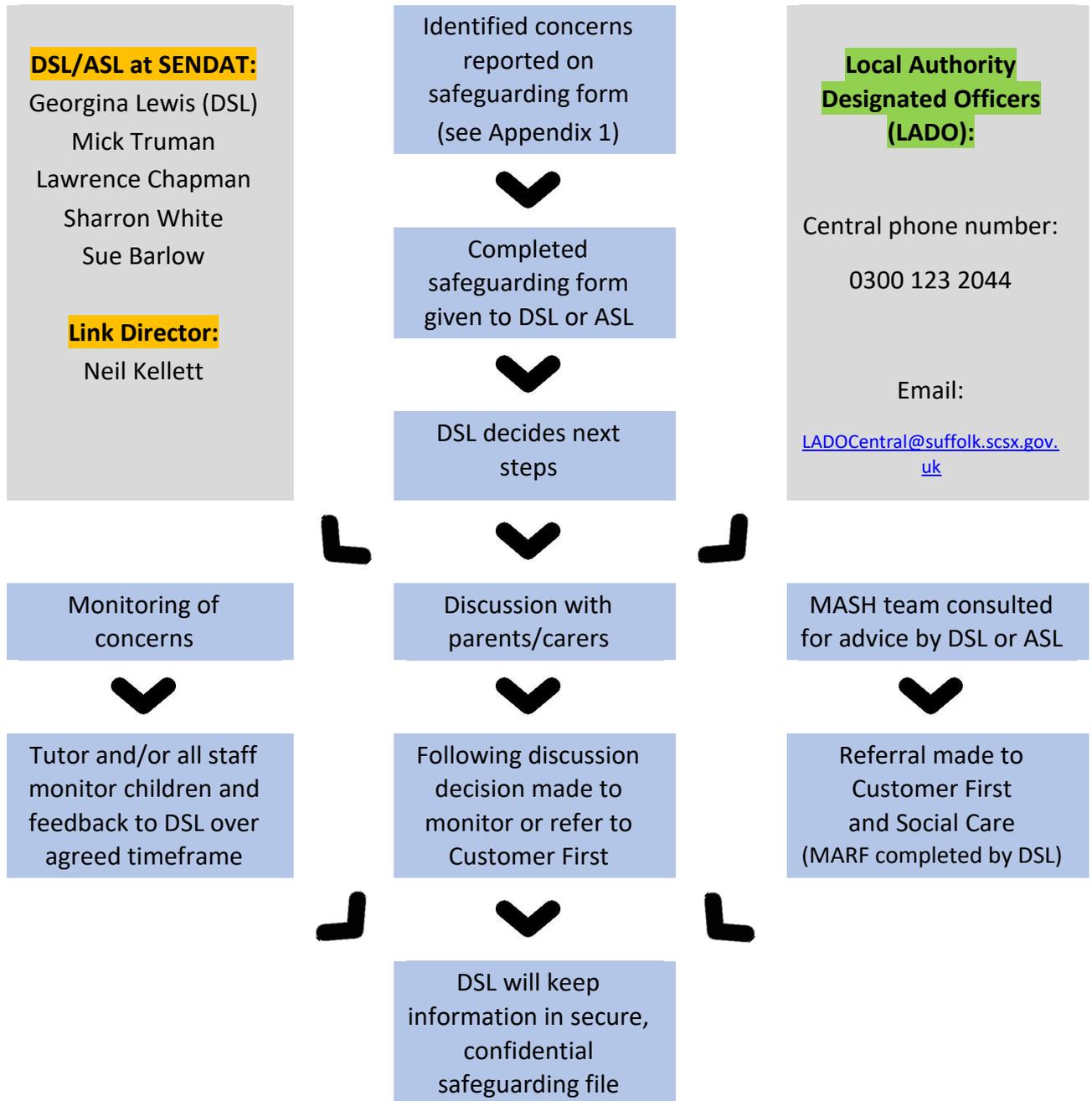
Customer First: 0808 800 4005 (24 hours)

Local Area Designated Officer (LADO): 0300 123 2044

or email [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk)



### Appendix 3: Flowchart for reporting Safeguarding concerns in SENDAT



**Anyone with concerns is able to make a referral:**

MASH team for advice: 0345 6061499

**Immediate safeguarding concerns** contact Customer First on 0808 800 4005

**Suffolk Safeguarding Children Board**  
<http://suffolkscsb.org.uk>

**Prevent Duty concerns:** contact Customer First on 0808 800 4005

**In an emergency contact the Police on 999**



## APPENDIX 4

### Types of abuse – further information

#### 1. Peer on Peer Abuse

##### 1.1 Definition

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is likely to include, but may not be limited to:

- 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);
- Initiation / hazing type violence and rituals

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. Bullying, fighting and harassment between children are not generally seen as child protection issues.

However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or  There are concerns about the intention of the alleged young person.
- If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

##### 1.2 Physical Abuse

Physical abuse may include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.



### 1.3 Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.
- Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e. g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose.

### 1.4 Sexual Exploitation

This can include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other young people or adults. It can also include photographing or videoing other children performing indecent acts. **For further guidance please see Page 76 in KCSIE 2018.**

### 1.5 Sexually harmful behaviour/sexual abuse

e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

### 1.6 Cyber bullying

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene



or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

### **1.7 Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending pictures. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

### **1.7 Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

### **1.8 Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

### **1.9 Teenage relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this



pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

### **1.10 Prevention**

We will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Having a robust online safety programme which develops pupils knowledge, understanding and skills, to ensure personal safety and self protection when using the internet and social networking
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk

There are many forms of abuse that may occur between peers and this list is not exhaustive.

### **1.11 Procedures**

It is expected that staff will follow the same procedures for recording and reporting these issues as with any safeguarding issue. The form for recording allegations is found in the Safeguarding Policy Appendix 1.

## **2. Other forms of abuse**

Other forms of abuse may include:

### **2.1 Neglect**

Neglect is when parents or carers can't or won't meet a child's needs. Sometimes this is because they don't have the skills or support needed, and sometimes it's due to other problems such as mental health issues, drug and alcohol problems or poverty. A neglected child may be left hungry or dirty, with no adequate shelter or supervision and may also be suffering from other abuse as well. They may be put in danger or not protected from physical or emotional harm.

Neglect is dangerous and can cause serious, long-lasting effects. It can affect physical, cognitive and emotional development, behaviour and opportunities.

Neglect can be anything from leaving a child home alone to the worst case scenario where a child dies from malnutrition or being denied the care they need.

**Source:**

<http://www.suffolkscb.org.uk/parents-and-carers/abuse/>