

# Graham James Primary Academy



## Child Protection Policy

To be ratified by Governors

Next Review Date: December 2024

Reviewed and amended: December 2023  
(in line with KCSIE updates)





# Graham James Primary Academy



## What to do if you are concerned about a child or family at Graham James Primary Academy

If you have concerns about the welfare of a child or family in our academy, please contact one of the Designated Safeguarding Team below **immediately**.

**Staff members must complete a cause for concern' (via 'MyConcern')**

### Meet the Safeguarding team at Graham James Primary Academy:



Designated Safeguard Lead (DSL)  
Mrs Julie Conroy  
Assistant Head Teacher



Deputy DSL  
Mrs Petra Back  
Head Teacher



Deputy DSL  
Mrs Karen Lane  
Assistant Head Teacher



Deputy DSL  
Mr Conor Mead  
Assistant Head Teacher



Deputy DSL  
Ms Amy Newland  
Assistant Head Teacher



Safeguarding Governor  
Mrs Annaliese Day  
(Annaliese can be contacted via the school office)

**In a circumstance that you are unable to speak to the above members of staff you can also contact:**

Thurrock Multi-Agency Safeguarding Hub (MASH): 01375 652802  
Thurrock Emergency Duty Team: 01375 372468 (out of hours)  
Thurrock Local Safeguarding Children Partnership (LSCP): 01375 652813  
Thurrock Local Authority Designated Officer (LADO): 01375 652535  
Police Child Abuse Investigation Team: 101 or if immediate protection is needed 999  
Childline: 0800 11 11 NSPCC: 0808 800 5000

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# **CHILD PROTECTION POLICY FOR GRAHAM JAMES PRIMARY ACADEMY**

This policy applies to all staff, including senior managers and the governing body, paid staff, volunteers, agency staff, students or anyone working on behalf of Graham James Primary Academy.

## **1. PURPOSE**

The purpose of this policy:

- To protect children and young people who receive Graham James Primary Academy's services;
- To provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection;

Graham James Primary Academy believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practise in a way that protects them.

## **2. INTRODUCTION**

Graham James Primary Academy takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. We fully adopt and believe that "The welfare of the child is paramount" (the Children Act 1989).

There are three main elements to our Child Protection policy:

- **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to pupils/ victims.

At Graham James Primary Academy we recognise that:

- **Safeguarding and promoting the welfare of children is everyone's responsibility**
- The welfare of the child is paramount, as enshrined in Children Act 1989
- All children regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation are safeguarded and protected.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

**At Graham James Primary Academy, we will seek to keep children safe by:**

- Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk knowing they will be listened too and taken seriously.
- Ensure that pupils know that they can approach any adult in the school if they are worried or are in difficulty.

- Include in the curriculum activities and opportunities for PSHE/RSHE which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.
- Appoint a Designated Safeguarding Lead and a Designated Safeguarding Governor.
- Developing and implementing effective Safeguarding/ Child Protection policies
- Provide effective training and updates to all staff
- Recruit staff and volunteers safely, ensuring all necessary checks are made
- Recording and storing information professionally and securely, and sharing information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, one to one discussions
- Using our safeguarding procedures to share concerns with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- Ensuring that we have effective complaints and whistleblowing measures in place
- Ensuring that we provide a safe physical environment for our children, young people, staff, volunteers, parents and carers, by applying health and safety measures in accordance with the law and regulatory guidance.

### 3. FRAMEWORK

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the [Thurrock Local Safeguarding Children Partnership \(LSCP\)](#), Civic Offices, New Road, Grays, RM17 6SL. Telephone 01375 652 813 or email: [lscp@thurrock.gov.uk](mailto:lscp@thurrock.gov.uk)

In Thurrock, all professionals must work in accordance with the SET Procedures 2022.

Our school also works in accordance with '[Keeping Children Safe in Education](#)', '[Working Together](#)' (DfE) and SET procedures.

### 4. What Staff at Graham James Primary Academy should know and do:

Staff at Graham James Primary Academy are aware that they are an important part of the wider safeguarding system for children and the importance of this role. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals at Graham James make sure their approach is child-centred. This means that they consider, at all times, what is in the best interests of the child.

It is important to remember that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

## 5. The role of staff members at Graham James Primary Academy:

***Safeguarding and promoting the welfare of children is everyone's responsibility***

All staff members at Graham James Primary Academy are important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

**IF A DISCLOSURE IS MADE** – staff must follow the procedure below:

### **Safeguarding – The Procedure to follow at Graham James Primary Academy for a disclosure**

You may be the first person that a child has trusted and it has probably taken a great deal of courage to talk to you and disclose information, if this happens you must follow all of the steps below

1. Listen carefully and reassure the child that they have done the right thing in talking to you
2. Take seriously what the child is saying to you and if appropriate make notes of the:
  - Time
  - Place
  - Names of anyone else present
  - The key points disclosed
3. Remain calm and try not to demonstrate your own emotions regarding what is being disclosed.
4. Do not ask leading questions, ask a child to undress to show you any alleged injuries or make judgements or comments about the alleged abuser/s.
5. Never promise confidentiality
6. All disclosures must be reported to one of the safeguarding team and then recorded on 'MyConcern' as soon as possible:

**IF STAFF HAVE A CONCERN (e.g. change in behaviour)** – staff must follow the procedure below:

If a member of staff has a concern – regardless of a disclosure or not, it must first be reported or discussed with a member of the Safeguarding team and then recorded on 'MyConcern' as soon as possible.

***PLEASE NOTE*** – If staff members have any concerns about a child – they must inform a member of the Safeguarding Team within the school. **HOWEVER**, any member of staff can make a referral to children's social care. If anyone other than the Safeguarding Team makes the referral, they should inform a member

of the Safeguarding Team as soon as possible in order for them to follow this up, access appropriate support, and keep accurate records.

### **If a child is in immediate danger or risk of harm:**

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. However, at Graham James we recommend following the guidance given on the previous page.

### **What Graham James Primary Academy staff should look out for:**

At Graham James Primary Academy staff members, working with children are advised to maintain an attitude of:

**'IT COULD HAPPEN HERE'**

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

All members of Graham James Primary Academy should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to early identification:

#### **Neglect**

Neglect is the persistent failure to meet a child's physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **Physical Abuse**

Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness/fabricated induced illness (FII).

#### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact,

including penetrative (e.g. rape or anal sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. (Please also see information on 'Child Sexual Exploitation (CSE)' on page 15 on this document).

## **Emotional Abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur along.

It should be noted that these categories may overlap.

## **6. TRAINING AND SUPPORT**

The Designated Safeguarding Lead and Deputies will undergo updated child protection training every two years, including online safety. In addition, all staff will receive safeguarding, child protection (including online safety) updates via group call. All staff members and governors will undergo child protection training which is updated regularly. A record of all Child Protection training will be kept.

The school will ensure that the DSL-Designated Safeguarding Lead (and Deputies) also undertake training in inter-agency working and other matters as appropriate.

Child protection work can be difficult, distressing and extremely stressful. School staff who become involved in this area of work will therefore often need support and a 'listening ear'. Staff will be supported by The Head Teacher and the Safeguarding Team. The DSL will be supported by the Governing Body.

As part of training, all staff members at Graham James Primary Academy should be aware of systems within the school. This includes:

- the child protection policy (Which can be found on the school website & in the staffroom)
- the staff code of conduct (Which can be found in the staff room)
- the role of the Designated Safeguarding Leads – KCSiE Annex C

At the beginning of each academic year, all staff will be issued part one of the 'Keeping Children Safe in Education' document, as well as the new updated Child Protection Policy; staff are required to sign to say they have read and understood how this will support them when carrying out duties. Throughout the academic year, all staff will take part in safeguarding update/s in order to share current trends/ topics and to keep safeguarding knowledge refreshed and relevant.

Graham James Primary Academy are committed to train staff members on the topic of safeguarding and child protection.

## **Governor Safeguarding training**

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them



with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated’.

## **7. RECORDS AND MONITORING**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible, noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken; this should be discussed with a member of the Safeguarding Team.

Any file notes are kept on My Concern. All child protection records are stored securely electronically and confidentially and will be retained until the child reaches 25 years of age, or 31 years if a child has an EHCP.

If a pupil transfers from the school, we will ensure that records are transferred ‘to the new school or college within 5 days, ensuring secure transit, and confirmation receipt should be obtained’.

During the 2020/2021 academic year, Graham James Primary Academy have introduced ‘MyConcern’ to further strengthen our Child Protection approach. Designed by child protection professionals, MyConcern is a Queen’s Award-winning safeguarding software. It was created and developed by child protection experts, with backgrounds in social care, education and policing.

MyConcern allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns.

Additionally, MyConcern helps to protect those at risk by allowing early intervention using a trusted, secure and intuitive platform. It also provides safeguarding leads with the peace of mind by meeting the statutory, legal and moral obligations they have to those in their care.

From September 2021, all staff members use active accounts in order to log concerns electronically to MyConcern.

## **8. ROLES AND RESPONSIBILITIES**

It is the role of the Designated Safeguarding Lead to ensure that all child protection procedures are followed within the school, and to make appropriate, timely referrals to Thurrock Children’s Social Care in accordance with SET procedures. If for any reason the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead will act in their absence. Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed including temporary staff, volunteers and contractors within the school are aware of the school’s child protection procedures, to advise staff and to offer support to those requiring this.

The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children.

The Designated Governor for Safeguarding ensures there is an effective Child Protection Policy in place and that this is updated annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

The Headteacher and / or the Designated Safeguarding Lead provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

The Designated Governor will undertake an annual Safeguarding audit of Child Protection provision within the school (Designated Safeguard Leads will support this process) and will make sure that safeguarding contact details are kept prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support.

The school will publish its Child Protection Policy on its school website alongside 'Keeping Children safe in Education'.

The school will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.

It is not the responsibility of teachers/care/support staff to investigate abuse or decide if abuse has taken place. The school does, however, have a duty to act on any concerns and refer to the investigating agencies (e.g. Social Services and the Police).

## 9. PROFESSIONAL CONFIDENTIALITY

**Child protection information is CONFIDENTIAL and will be shared only on a 'need to know' basis as determined by the designated officers.**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held treated confidentially.

## 10. SUPPORTING PUPILS

Graham James Primary Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

Graham James Primary Academy may be the only stable, secure and safe element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

Our school will endeavour to support pupils through:

- The curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and self-motivation. (PSHE & RSHE curriculums)
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school's behaviour management policies.
- A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop open and honest and supportive relationships with parents, with the child's best interest as paramount
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
- Expose children to age related external agencies in the form of assemblies/ workshops aimed at empowering children with knowledge of what is right and what is wrong – e.g. NSPCC, Essex Fire Service Safeguarding

## **11. SUPPORTING STAFF**

Child protection work can be difficult, distressing and extremely stressful. School staff who become involved in this area of work will therefore often need support and a 'listening ear'. Staff will be supported by The Head Teacher/ Senior leadership team. The Designated Safeguarding Lead/s will be supported by the Governing Body.

## **12. ATTENDANCE AT CHILD PROTECTION CONFERENCES & CORE GROUPS**

It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the school is represented at and that a report is submitted to any child protection conference called for children on the school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is made subject to a Child Protection Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, welfare and presentation. If the school are part of the core group then the Designated Safeguarding Lead, or representative should ensure that the school is represented and contributes to the plan at these meetings; that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child's key social worker immediately and then record that they have done so and the actions agreed.

## **13. Safeguarding & Child Protection in Specific Circumstances**

### **Attendance**

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

(1) We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day

- (2) We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practical on the first day
- (3) We will always report a continued absence about which we have not been notified by the parent or carer to the Thurrock Attendance Team.
- (4) We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day
- (5) We will always report to the Thurrock Attendance Team the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

### **Pupil Behaviour**

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- (1) No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action (please refer to the 'use of reasonable force' – please see Behaviour Policy for further information)
- (2) We will always record any occasion when physical intervention has been necessary
- (3) We will always notify parents or carers of any such incident

### **Bullying**

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy. Our Anti-Bullying Policy has also been updated to cover cyberbullying, prejudice-based bullying and discriminatory bullying (Please refer to our Anti-Bullying Policy)

### **Online Safety/E-Safety**

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a school to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk (the 4Cs):

**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

**contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Online safety is a running and interrelated theme whilst devising and implementing the whole school or approach to safeguarding and related policies and procedures. Ongoing support/training for staff, children and parents will be given throughout the school year.

We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

To ensure a safe environment for the children to learn, GJPA has appropriate filtering and monitoring systems in place and regularly reviews their effectiveness, to block harmful and inappropriate content (KCSIE 2023).

## **Health & Safety**

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

## **Safeguarding Issues:**

There are many safeguarding issues that put children at risk of harm. Behaviours linked to issues such as drug taking and alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude or semi-nude images and/or videos can be a sign that children are at risk. Other safeguarding issues all staff should be aware of include:

- **Child-on-Child Abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse or child-on-child 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 respond to reports by using our 'Cause for Concern' reporting system and liaising with a member of the safeguarding team. .

Even if there are no reports in our school, 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 a member of the safeguarding team at GJPA.

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.

It is important for children to know that the law is there to protect children rather than criminalise.

Child on child 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).

(For further detailed information on child on child abuse – please see appendix 6)

All staff should reassure victims they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

- **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing,

and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

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

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

Like all forms of sexual abuse, CSE

- Can affect any child (male or female) under the age of 18;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. image sharing);
- Can be a one-off occurrence or a series of incidents over a period of time;
- Is typified by some form of power imbalance in favour of those perpetrating the abuse.

Some of the following signs may be indicators of child sexual exploitation (CSE):

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted diseases (STDs) or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs or alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

#### ▪ **Child Criminal Exploitation (CCE): (including County Lines)**

**Any child can be exploited, no matter their background.**

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.

What are the signs of criminal exploitation and county lines?

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

According to recent research (2019) The Children's Commissioner estimates there are at least 46,000 children in England who are involved in gang activity. It is estimated that around 4,000 teenagers in London alone are being exploited through child criminal exploitation, or 'county lines'.

Tragically the young people exploited through 'county lines' can often be treated as criminals themselves.

#### ▪ **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken.

#### ▪ **Female Genital Mutilation (FGM) – (See appendix 4 for more detailed information)**

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police directly.



## ▪ **Serious violence**

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

## **Radicalisation - PREVENT Safeguarding Objectives**

Within this overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

Graham James Primary Academy helps to protect children from extremist and violent views in the same ways that we help to **safeguard children** from other risks such drugs, gang violence or alcohol.

The purpose is to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. At Graham James we facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

PREVENT referrals should be reported in line with other safeguarding procedures.

You can contact the Essex Police to discuss any concerns on [PREVENT@essex.pnn.police.uk](mailto:PREVENT@essex.pnn.police.uk).

(For further information on Prevent please see Appendix 5)

## **Safeguarding Children with SEND**

'Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.

### (Keeping Children Safe in Education)

Studies have shown that children with SEND are more likely to be neglected or physically abused, more likely to be sexually abused and more likely to be emotionally abused. In fact, findings show children with SEND are far more likely to suffer abuse compared to the rest of the population. Further to this, children with SEND are also at a higher risk of experiencing multiple abuses and of enduring multiple episodes of abuse.

In order to get help when they the fear or experience abuse, we recognise and understand that children with SEND have significant additional barriers to overcome in comparison their peers. These include:

- Some children may not recognise the abuse
- Children might not be able to ask for help
- The child may rely on their abuser to meet their needs – making it even more difficult to speak out
- Parents and professionals may miss signs of abuse/neglect, mistaking them as part of a child's condition
- Professionals working with children with SEND may not be trained to spot the signs of abuse and neglect
- Children with disabilities and their families may feel isolated or without support due to a limited number of accessible services, meaning they may not know where to find help
- Abusers may try to excuse their behaviour, blaming it on the difficulties of caring for a child with SEND

Professionals who work to support parents' ability to meet their child's additional needs may overlook parental behaviours that are not adequate

Child protection professionals might not have the specialised skills to properly communicate with the child, or to accurately assess or understand a disabled child's needs.

At Graham James Primary Academy, measures are in place to ensure the effective safeguarding of children with SEND. This includes:

- Day to day monitoring by teachers/LSAs/SEND team
- Children taught 'Zones of regulation' whereby they have the tools to verbally/non verbally inform someone how they are feeling
- E-safety taught via curriculum throughout their time at Graham James Primary Academy
- Additional adult support for children during unstructured times throughout the school day (e.g. break/lunch)
- Regular meetings with the academy Inclusion Manager (Mrs Sparkes) and the inclusion team
- Inclusive RSHE & PSHE curriculums teaching children about healthy relationships and keeping themselves safe.
- Personalised targets for children with SEND that are more at risk/vulnerable

- In school internet filtering and alert system (Schools Broadband) – this alerts the ICT & SLT of any attempt to access inappropriate online material.

## **Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

## **Children who are lesbian, gay, bi, or trans (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum.

## **14. ALLEGATIONS INVOLVING A MEMBER OF STAFF**

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

The procedure to be followed in the event of an allegation being made against a member of staff is set out in the SET procedures. In summary, Where an allegation against a member of staff has been made, the Head Teacher or another senior manager will immediately telephone the Children's Safeguarding Service on **01375 652535**. A Local Authority Designated Officer (LADO) will advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents.

## **15 SAFER RECRUITMENT**

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. Graham James Primary Academy is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the academy expects all staff and volunteers to share this commitment. The aims of Safer Recruitment are to help deter, reject or identify people who might abuse

pupils or are otherwise unsuited to working with them by having appropriate procedures for appointing staff. At Graham James Primary Academy two members of staff are 'Safer recruitment' trained (Mrs P Back and Mrs B Burgess).

## **16. WHISTLEBLOWING**

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the schools Code of Conduct / Whistleblowing policy.

## **17. OPERATION ENCOMPASS**

At Graham James Primary Academy we are working in partnership with Essex Police to identify and provide appropriate support to pupils who have experienced domestic violence in their household, this scheme is called Operation Encompass.



The purpose of Operation Encompass is to safeguarding and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the Police and Schools. The aim of sharing information with local schools is to allow "Key Adults" (the Designated Safeguarding Leads), the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, Essex Police will share information of domestic incidents where one of our pupils has been present, with the Key Adult. On receipt of any information, the Key Adult will decide on the appropriate support the child requires. All information sharing and resulting actions will be undertaken in accordance with General Data Protection Regulations (GDPR). We will record this information and store this in accordance with the record keeping procedures outlined in these regulations.

The purpose and procedures in Operation Encompass have been shared with all parents and governors. Further information can be found by click on the following link [www.operationencompass.org](http://www.operationencompass.org)

## **18. THE ROLE OF THE VIRTUAL HEAD**

Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the Designated Safeguarding Lead should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The Designated Safeguarding Lead should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

In addition to their statutory duties, the role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

## 19. LINKED POLICIES

- Anti-bullying policy
  - Behaviour policy
  - Whistleblowing policy
  - Staff Code of Conduct (Essex)
  - E-Safety Policy
  - Health & Safety Policy
  - Attendance Policy
  - Safer Recruitment policy
  - RSHE Policy
-

## **Multi Agency Safeguarding Hub (MASH)**

As part of Thurrock's vision to provide the most effective services to children within its resourcing capability we have agreed to implement a pathway to service model known as MASH from 21<sup>st</sup> July 2014.

### **What is MASH**

MASH acts as an intelligence hub, in which each agency identifies what information they hold on a child/ young person and the adults around them. Each agency then assesses whether it is appropriate for their information to be shared (in line with the Information Sharing Arrangement) with partners in the hub as well as outside of the hub. Collectively an agreement will be made on the best course of action for that referral. Core agencies will ensure that their representatives either sit in the MASH office on specific days or have 'virtual' contact.

All information will be decided on a case-to-case basis and is subject to the Information Sharing Agreement (ISA).

### **The Mash Vision**

'to identify and make safe at the earliest opportunity all vulnerable people in our communities through the sharing of information and intelligence across the safeguarding partnership'

### **The MASH will:**

Inform partners in the MASH about the level of need or risk at the first point of contact – this means assessing the concerns the professionals and the public have about a child or young person in order to make informed decisions about their level of vulnerability.

- Play a lead role in supporting and promoting information sharing. This will improve information sharing and risk assessment at the point of referral.
- Ensure that the advice and information to parents, carers and partner agencies is appropriate when signposting to services. Based on this information Children's Social Care will decide on what actions are appropriate to the referral.

### **MASH – The three outcomes**

1. Early identification and understanding of risk & harm
2. Victim identification and intervention
3. Harm identification and reduction

### **The 5 core elements**

1. All notifications relating to safeguarding and promoting the welfare of children to go through the hub.
2. Co-location of professionals from core agencies to research, interpret and determine what is proportionate and relevant to share.
3. The hub is fire walled, keeping MASH activity confidential and separate from operational activity and providing a confidential record system of activity to support this.
4. An agreed process for analysing and assessing risk, based on the fullest information picture and dissemination of a suitable information product to the most appropriate agency for necessary action.
5. A process to identify victims and emerging harm through research and analysis.

## **Early offer of help**

It may be decided at MASH level that a referral may not meet threshold, however, support may be needed. This is known as 'Early offer of help'. Or, If the designated officers at Graham James Primary decide that a case does not meet threshold for a social care referral (Into MASH), they may complete a PASS (Prevention and support service) nomination for Early Support – The aim being to avoid statutory intervention at CIN (Child in Need) or CP (Child Protection) level.

Staff at Graham James Primary Academy are aware of the early help process, and understand their role in it. The philosophy promoted at Graham James Primary Academy is that any concerns or 'gut feelings' must be reported on 'MyConcern'. Early identification is key to support our aim of Prevention.

If a case meets the threshold for Early Support, the case will be kept under constant review and consideration given to a referral to children's social care (via a CAF) if the child's situation does not appear to be improving. Graham James Primary Academy will fully engage in the Early Support process and share all relevant information/ assessments.

## **Graham James Primary Academy**

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*‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who come into contact with children and their families has a role to play.’*

*(Keeping Children Safe in Education – DfE, September 2019 – page 4, paragraph 2)*

**As of September 2021 – All staff must report concerns via  
‘MyConcern’ (training to be provided)**

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<b>Designated Safeguarding Lead (DSL):</b>	<b>Mrs Julie Conroy</b>
<b>Deputy Safeguarding Leads:</b>	<b>Mrs Petra Back</b>
	<b>Mrs Karen Lane</b>
	<b>Mr Conor Mead</b>
	<b>Ms Amy Newland</b>
<b>Governor for Child Protection:</b>	<b>Mrs Annaliese Day</b>





## Appendix 4: Graham James Primary Academy

### **SAFEGUARDING** – Female Genital Mutilation (FGM) & Breast Ironing



#### **Definition:**

*“All procedures which involve the partial or total removal of the external genitalia or injury to the female genital organs whether for cultural or any other non-therapeutic reasons”*

The World Health Organisation

### **FGM is Child Abuse**

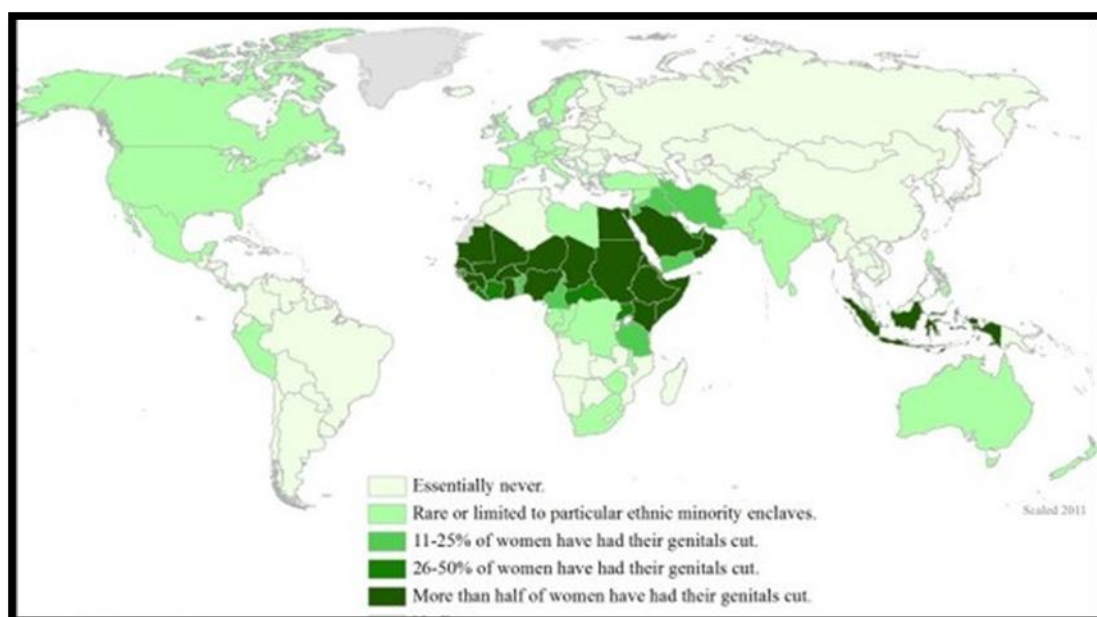
FGM is usually carried out on young girls at some time between infancy and the age of 15 – Commonly under the age of 10 – most probably 6 to 8 years old.

### **FGM in the UK is ILLEGAL**

#### **Practising countries:**

FGM can happen and does happen everywhere – the myth that it is only associated with African countries is a common misconception. Below is a list of countries that are classed as ‘practising’:

Senegal	Gambia	Guinea-Bissau	Iran	Sierra Leone
Liberia	Mali	Mauritania	Burkina	Malaysia
Iraq	Ethiopia	Sudan	Pakistan	Chad
Egypt	Tanzania	Benin	Niger	Indonesia
Togo	Ghana	Sudan	Somalia	Sri Lanka
Kenya	Cote D’Ivoire	Nigeria	Djibouti	UAE
Eritrea	Uganda	India	Central African Republic	



In a recent UNICEF document (UNICEF, 2013; EIGE) 125 million girls and women in 29 countries in Africa and the Middle East had undergone a form of FGM. It is also predicted that worldwide 30 million girls are at risk in the next decade. 500,000 women and girls living in Europe have undergone FGM and a further 180,000 girls are at risk of FGM.

In England and Wales, 60,000 girls aged 0-14 have been born to mothers who have undergone FGM. 103,000 women aged 15-49 and approximately 24,000 women aged 50+ are living in England and Wales with the consequences of FGM. 10,000 girls aged under 15 are likely to have undergone FGM

(City University & Equality Now, 2007 revised 2014)

### **Why is FGM carried out?**

FGM is carried out for many different reasons, below are just some beliefs:

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

### **FGM Risk factors:**

The list below are of circumstances and occurrences that may point to FGM potentially happening:

- Child talking about a special ceremony/ special presents
- Child being taken on holiday/ prolonged period (especially around school holidays)
- Frequent trips to country of origin
- Child talks about being 'cut'
- Family being from one of the 'at risk' communities for FGM

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

- Prolonged absence from school
- Behaviour change on return from a holiday (withdrawn/ subdued)
- Bladder issues (e.g. taking a long time to go to the toilet)
- Difficulty in sitting still and looking uncomfortable/ in pain
- Secretive behaviour – including isolating themselves from others
- Reluctance to take part/ get changed for PE
- Repeated urinal tract infection

## **FGM & the UK Law**

FGM has been illegal in the UK since 1985 under the Prohibition of Female Circumcision Act (5 years imprisonment). In 2003, The Female Genital Mutilation Act was published. In summary, the FGM Act 2003 stated:

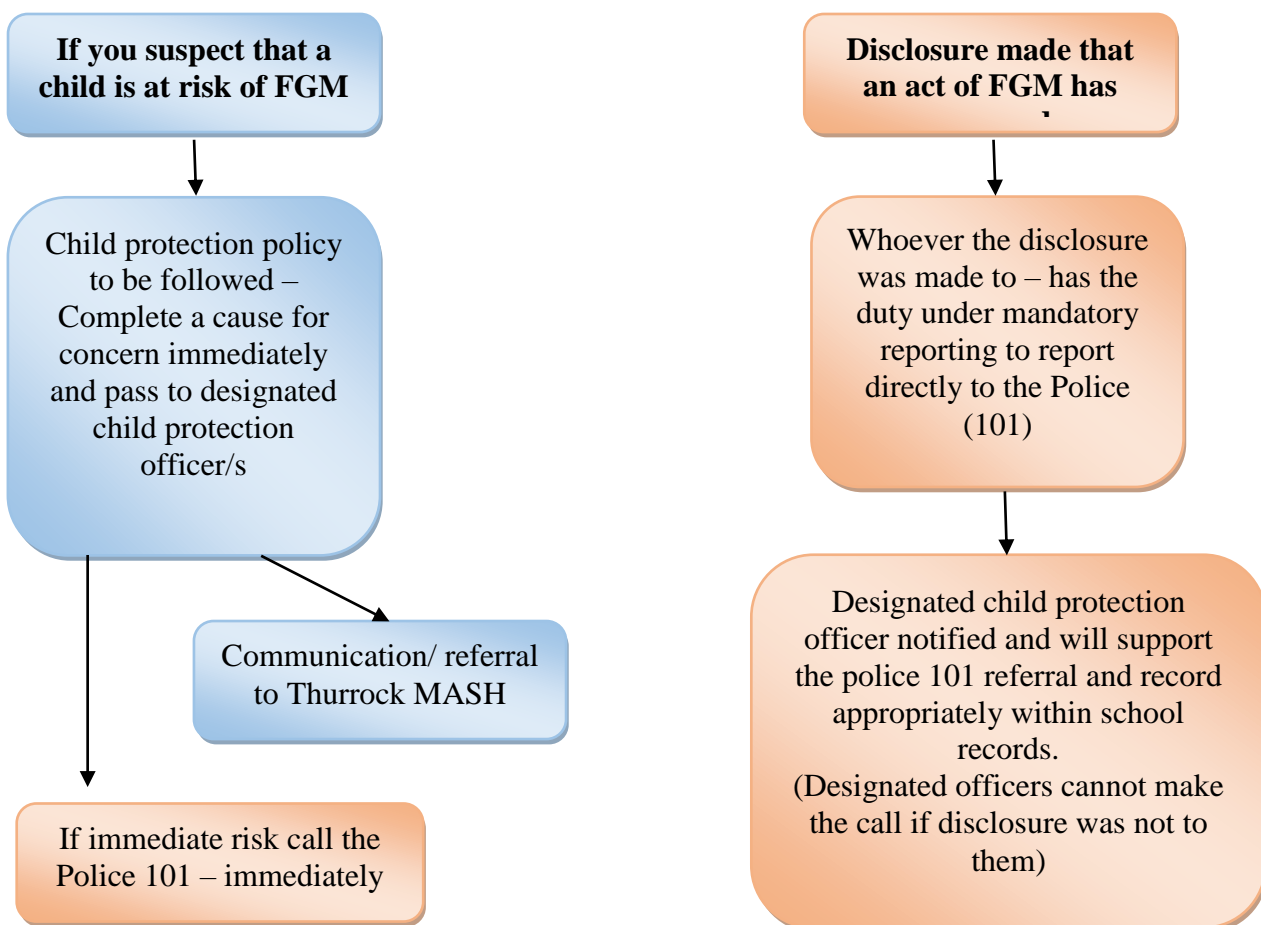
- It is an offence to commit FGM in or outside the UK on a UK national or resident
- It is an offence to assist the carrying out of FGM in the UK or abroad
- It is an offence to assist a girl to commit FGM on herself in the UK or abroad

## **Serious Crime Act 2015**

The Serious Crime Act extends the reach of the 2003 FGM Act to habitual as well as permanent residents in the UK.

There is new legislation on mandatory reporting for teachers, regulated health and social care professionals, whereby reporting to the police must happen for any known cases of FGM on anyone under the age of 18 (within 1 month). Failure to report will lead to internal disciplinary sanctions and/or professional organisation sanctions.

## **FGM & Graham James Primary Academy:**





## **Breast Ironing/ Breast Flattening**



### **What is Breast Flattening or Breast Ironing?**

"the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely."

### **What is breast ironing?**

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

### **Why does breast ironing happen?**

The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

### **Breast ironing is physical abuse**

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

### **Breast Ironing in the UK**

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as a 1,000 girls at risk. Keeping Children Safe in Education (2016) mentions breast ironing on page 54, as part of the section on so-called 'Honour Violence'. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible. Schools need to know the risk level within their communities and tackle the risk as appropriate.



**(Part of the GJPA Child Protection Policy - Appendix 5)**

This policy forms part of the schools commitment to keeping children safe. Since the 'Educational and Inspections Act 2006', schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth in extremist viewpoints, including advocacy of violent extremism. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which requires them to work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is a key element of the schools responsibility, and protecting from extremism is one aspect of that. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils are at risk of becoming radicalised.

We have a duty to prepare our children for life in modern Britain and to keep them safe. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Evidence suggests that children with low aspirations are more vulnerable to radicalisation. Therefore the schools ethos and work it carries out to ensure pupils have confidence and self-belief, are tolerant and respectful whilst having high expectations of themselves, are crucial in combating radicalisation.

### **Aims**

The main aims of this policy statement are to ensure that staff and governors are vigilant for the signs of radicalisation; that they overcome professional disbelief that such issues 'will not happen here' and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

### **Objectives:**

- All governors, teachers, teaching assistants and non teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school
- All governors, teachers, teaching assistants and non teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise
- The school will ensure this policy is available to the wider community through its website and in hard copy from the school office on request.

### **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. These include:

- Continual refusal to conform
- Underachievement
- Being in possession of extremist literature
- Poverty

- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

## **Recognising extremism**

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist cause
- Glorifying violence, especially to other faiths and cultures
- Making remarks or comments about being at extremist events
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-western or anti-British values
- Advocating violence towards others

## **Procedure for referral**

Although serious incidents involving radicalisation have not occurred at Graham James Primary Academy to date, it is important for us to be vigilant and fully informed about issues that affect the local and wider area. Staff are reminded to suspend any professional disbelief that incidents of radicalisation ‘could not happen here’ and to refer any concerns to the designated child protection officers, Mr Richard Turner (Deputy Head Teacher/ Designated Safeguard Lead – DSL), Mrs Petra Back (Head teacher/ Deputy Designated Safeguard Lead - DDSL), Mrs Julie Conroy (Assistant head teacher/ DDSL) or Mrs Karen Lane (EYFS lead/ DDSL).

Any concerns that are reported in school with regards to PREVENT and radicalisation should be raised as a safeguarding issue through Thurrock Multi Agency Safeguarding Hub (MASH - 01375 652802). Essex Police can also be contacted to discuss any concerns on: [PREVENT@essex.pnn.police.uk](mailto:PREVENT@essex.pnn.police.uk)

## **Role of the curriculum**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to

new experiences and are tolerant of others. Our values support the development of pupils as reflective learners within a safe, respectful and tolerant learning environment. Through our curriculum, pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Pupils are taught how to stay safe when using the internet and encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet including social media, to share messages.

The filtering systems used in our schools blocks inappropriate content, including extremist material, but pupils are regularly reminded to report any inappropriate material that may get through the schools filter so the matter can be addressed.

### **Staff training**

Through INSET opportunities in school, we will ensure our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and are aware of the process of radicalisation and how this might be identified early on. This information will also form part of our safeguarding training.

### **Safer recruitment**

We ensure our recruitment processes are rigorous, in line with statutory requirements and best practice guidance. These processes include the use of the DBS checks in all employees, governors and regular volunteers.

### **Policy review**

This policy will be reviewed every two years by the safeguarding committee or when updates schools are advised/informed to make appropriate updates (e.g. PREVENT updates).





**APPENDIX 6:**

**Child on Child Abuse**

**(Part of the GJPA Child Protection Policy - Appendix 6)**

**Children can abuse  
other children.**

Peer on peer abuse can include (but is not limited to):

- **Bullying** (including cyberbullying)
- **Sexual violence** (e.g. rape, assault by penetration & sexual assault)
- **Sexual harassment** (e.g. sexual comments, remarks, jokes & online)
- **Physical Abuse** (e.g. hitting, kicking, shaking, biting etc)
- **Consensual and non-consensual sharing of nude and semi-nude images and/or videos** (also known as sexting or youth produced sexual imagery): (e.g. sharing of nude and semi-nude images and/or videos is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages).
- **Upskirting** (taking a picture under a person's clothing without consent – intention to view genitals or buttocks)
- **Initiation/ hazing** (initiation rituals/ acts – behaviour involving humiliation/ harassment or abuse)

**Bullying:**

- ▶ Ongoing harmful behaviour over a period of time (e.g. not one off events) (STOP – Several Times On Purpose)
- ▶ Different from random acts of aggression (e.g. a one-off physical altercation)
- ▶ Not just physical violence – can also include many different sorts of behaviour including intimidation, name calling, teasing and isolating etc.
- ▶ **CYBERBULLYING** - Cyberbullying is using the internet, email, online games or any digital technology to threaten, tease, upset or humiliate someone else.
- ▶ Please refer to the Anti-Bullying Policy for further information.



## Sexual Violence:

- ▶ Children can, and sometimes do, abuse their peers sexually.
- ▶ Sexual violence is described as (Sexual Offences Act 2003):

**RAPE** – A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration.

**ASSAULT BY PENETRATION** – A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else. B does not give consent.

**SEXUAL ASSAULT** – A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual. B does not consent to the touching.

**What is consent?** Having the freedom and capacity to choose. Consent can be may be given for one type of sexual activity but not another and conditions may also be applied (e.g. wearing of a condom). **CONSENT CAN BE WITHDRAWN AT ANY TIME. (Remember – 16 years old to consent – however a 13-15 year old can mutually consent to someone in the same age range).**

**NOBODY UNDER 13 CAN CONSENT**

## Sexual Harassment:

- ▶ ‘Unwanted conduct of a sexual nature’ that can occur online or offline.
- ▶ 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.
- ▶ Sexual harassment can include:
  - Sexual comments (e.g. telling sexual stories, making sexual remarks about clothing/appearance, calling someone sexualised names);
  - Sexual ‘jokes’ or taunting;
  - Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures/ photos or drawings of a sexual nature;
  - Online sexual harassment (e.g. non-consensual sharing of sexual images/videos, unwanted sexual comments and message – including social media)
  - Up skirting (see ‘Up skirting’ on the next page for further information)

## Physical Abuse:

- ▶ Physical abuse is when someone hurts or harms a child or young person on purpose. It includes:
  - ▶ hitting with hands or objects
  - ▶ slapping and punching

- ▶ Kicking
  - ▶ Shaking
  - ▶ Throwing
  - ▶ Poisoning
  - ▶ burning and scalding
  - ▶ biting and scratching
  - ▶ breaking bones
  - ▶ drowning.
- ▶ **It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person.**

**Consensual and non-consensual sharing of nude and semi-nude images and/or videos** (also known as sexting or youth produced sexual imagery):

- ▶ Consensual and non-consensual sharing of nude and semi-nude images and/or videos is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.
- ▶ They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.
- ▶ A young person is breaking the law if they:
  - ▶ take an explicit photo or video of themselves or a friend
  - ▶ share an explicit image or video of a child, even if it's shared between children of the same age
  - ▶ possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

**Up skirting:**

- ▶ Typically involves:
  - Taking a photo under a person's clothing without them knowing
  - Intention of viewing their genitals or buttocks
  - Done to obtain sexual gratification, or cause the victim humiliation, distress or alarm
  - **UPSKIRTING is a CRIMINAL OFFENCE.**
  -

### **Initiation/ Hazing:**

- ▶ **Initiation** - The form or ceremony by which a person is introduced into any society; mode of entrance into an organized body.
- ▶ **Hazing** - **Hazing is defined** as an abusive, often humiliating form of initiation into or affiliation with a group, including: Any wilful action taken or situation created which recklessly or intentionally endangers the mental or physical health of another.

### **Action following a report of sexual violence and/or sexual harassment. What to consider:**

- sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. Schools and colleges should be aware of and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college.
- The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school or college. Important considerations will include:
  - the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
  - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed the ages of the children involved
  - the developmental stages of the children involved
  - any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
  - if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
  - that sexual violence and sexual harassment can take place within intimate personal relationships between children importance of understanding intra familial harms and any necessary support for siblings following incidents
  - are there ongoing risks to the victim, other children, adult students or school or college staff, and
  - other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles set out in our safeguarding policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).



**Research and analysis (Ofsted)  
Review of sexual abuse in schools and colleges  
Published 10 June 2021**

**For the full report visit - <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>**

**Introduction:**

Ofsted was asked by the government to carry out a rapid review of sexual abuse in schools and colleges.

**Summary:**

This rapid thematic review has revealed how prevalent sexual harassment and online sexual abuse are for children and young people. It is concerning that for some children, incidents are so commonplace that they see no point in reporting them. This review did not analyse whether the issues are more or less prevalent for different groups of young people, and there may well be differences, but it found that the issues are so widespread that they need addressing for all children and young people. It recommends that schools, colleges and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.

**Recommendations for school and college leaders:**

- School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.
- In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:
  - a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
  - high-quality training for teachers delivering RSHE
  - routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
  - a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
  - working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour
  - support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with Local Safeguarding Partnership (LSPs)

- training to ensure that all staff (and governors, where relevant) are able to:
  - better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
  - identify early signs of child-on-child sexual abuse
  - consistently uphold standards in their responses to sexual harassment and online sexual abuse