

THE FEDERATION OF NETTLESTONE & NEWCHURCH PRIMARY SCHOOLS



CHILD PROTECTION POLICY

Date Agreed: September 2017

Review Date: March 2018

DMF Botlett

Signed: _____

Chairman Board of Governors
The Federation of Nettlestone & Newchurch Primary School

Child Protection Policy and Procedures

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	2 nd October 2013	KJH	L&M	Revision of Policy in line with Hampshire LA recommendations
2	July 2014	KJH		Revision of Policy in line with Federation with Nettlestone Primary School.
3	February 2015	DJR	L&M	Revision of policy to update contact telephone number
4	July 2015	KJH	FGB	Revision of policy to include reference to Prevent Duty June 2015 and reference to online CSE
5	March 2016	KJH	FGB	Revision in line with following documentation: Keeping Children Safe in Education - July 2015 The Prevent Duty - June 2015 Supporting Children on School with Medical Conditions - Dec 2015 Promoting Fundamental British Values as part of SMSC in Schools - Nov 2014
6	June 2016	KJH	L & M	Revision in line with the following documentation: Keeping Children Safe in Education - May 2016 Inclusion of definitions Updating of information - how to deal with disclosure, reference to seven R's References made to peer on peer abuse - sexting, LGBT Updated to reflect latest DBS published information Cross references made to SEN, Anti-Bullying, Intimate Care and other policy documents
7	September 2016	KJH/ MM	FGB	Revision in line with the following documentation: Keeping Children Safe in Education - Sept 2016
8	September 2017	KJH/ MM	FGB	Annual Update

	Content	Page
	Child protection policy	3
	Roles and responsibilities	7
	Child protection procedures	9
Annex 1	Flowchart for child protection procedures	12
Annex 2	Recording form	13
Annex 3	Skin maps	14
Annex 4	Dealing with disclosures	16
Annex 5	Allegations against staff, local governors or volunteers	18
Annex 6	Allegations against pupils	19
Annex 7	Briefing sheet for temporary staff	22
Annex 8	What is child abuse	23
Annex 9	Brook sexual behaviours traffic light tool	29
Annex 10	Useful contacts	32

The Federation of Nettlestone and Newchurch Primary School
Child Protection Policy

Policy Statement

The Governing Body of the Federation of Nettlestone and Newchurch Primary Schools recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment in both schools underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned and an audit of statutory duties and associated responsibilities is completed within each school to ensure that we are keeping our children safe in education.

The purpose of this policy is to provide staff, volunteers and Governors with the framework they need in order to keep children safe and secure in our schools and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Definitions

Within this document:

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the Federation, full time or part time, in either a paid or voluntary capacity. This also includes parents, volunteers and local governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our Federation; however the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

Aims

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the Federation.
- To demonstrate our commitment to protecting children.

Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the Federation will work openly with parents as far as possible, the Federation reserves the right to contact children's social care or the police, without notifying parents if this is in the child's best interests.

Leadership and Management

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

Across this Federation any individual, including parents and visitors can contact the Child Protection Lead Officer if they have concerns about a young person, including those in the Early Years Foundation Stage (EYFS)

The **Designated Safeguarding Lead** is **Kirsty Howarth** with Deputies in each school being **Anna Jacobs** at Nettlestone Primary School and **Joanne Payne** at Newchurch Primary School. There is a nominated safeguarding governor who is **Michelle Martin**. The Chair of the Federation Governing Body David Botell will receive reports of allegations against the Executive Headteacher and act on the behalf of the governing body in this respect.

As an employer we comply with the "Disqualification under the childcare act 2006" guidance issued in February 2015.

Training

All staff across the Federation are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training for all staff is regularly updated, and at least annually, with separate training provided to all new staff on appointment. The DSL's will attend refresher training at least every two years to enable them to fulfil their role.

All staff members will receive regular safeguarding and child protection updates. This policy will be updated during the year to reflect any changes brought about by new guidance.

Date of DSL Training/Refresher: 11th Nov 2015 (Kirsty Howarth)

Date of DSL Training/Refresher: 26th May 2017 (Anna Jacobs)

Date of DSL Training/Refresher: 5th July 2017 (Joanne Payne)

Date of Governor Training / Refresher: 3rd February 2016 (Michelle Martin)

Date of last all staff annual training: 4th/12th/13th September 2017

Referral

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. With consultation of [4LSCB threshold document](#) if evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care. If the DSL or their deputy/ies is/are not available or there are immediate concerns, the staff member will refer directly to Multi Agency Safeguarding Hub. Any staff member can make a referral directly to the Multi Agency Safeguarding Hub.

If parents have a concern about a child, they should raise this with the DSL, or any other member of staff in the absence of the DSL.

If anyone other than the DSL makes the referral they should inform the DSL, as soon as possible.

Generally, the DSL will inform parents prior to making a referral however there are situations where this may not be possible or appropriate.

Female Genital Mutilation (FGM)

The exception to the referral process above, will be in those cases of known **FGM** (either through disclosure by the victim or visual evidence) where there is a mandatory requirement for the teacher to **report this directly to the police**. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should also discuss any such case with the DSL and involve Multi Agency Safeguarding Hub as appropriate.

The duty applies to cases directly disclosed by the victim; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the police is not mandatory. Any such disclosure should, however, be handled in line with wider safeguarding responsibilities.

The reporting duty can be found here:

[FGM Mandatory Reporting Procedures](#)

Further information about FGM, can be found in the Safeguarding Policy.

Post Referral

If after a referral to Multi Agency Safeguarding Hub the child's situation does not appear to be improving, the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a further referral to Multi Agency Safeguarding Hub if the child's situation doesn't appear to be improving.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the Federation who 'need to know'.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

Child Protection Files

These files should be kept securely and separate to a pupils' main file. Where children leave the federation, the DSL must ensure that their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. The Federation will be proactive in requesting any child protection information for any new pupil joining either school.

As a Federation we will educate and encourage pupils to keep safe through:

- The content of the curriculum
- A federation ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Dealing with allegations against staff, local governors or volunteers

If a concern is raised about the practice or behaviour of a member of staff or federation volunteer, this information will be recorded and passed to **Kirsty Howarth**. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed.

If the allegation is against the Executive Headteacher, the person receiving the allegation will contact the LADO or Chair of the Governing Body, **David Botell** directly.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime within the federation and that such concerns will be taken seriously by the senior leadership team.

Protected disclosure (whistleblowing) procedures are in place for such concerns to be raised.

[IOW Council Whistleblowing Policy](#)

Dealing with allegations against pupils

If a concern is raised that there is an allegation of a pupil abusing another pupil within the federation, the 'dealing with allegations against pupils' guidance will be followed (Annex 6)

Legal context

Section 175 (maintained schools) or section 157 (independent schools and academies) of the education act 2002.

Children act 2004 & 1989

Guidance

Isle of Wight safeguarding children board [protocols and guidance](#)

[Working together to safeguard children 2015](#)

[Keeping children safe in education 2016](#)

[Disqualification under the childcare_{act} 2006 \(2016\)](#)

Review of Policy

As a Federation we will ensure that we have an up-to-date Child Protection Policy, that it is known to everyone working in school and the governing body, that it includes reference to our annual child protection audit and a mid-year review. We will publish our policy on the website of each school to make it easily accessible to parents and carers and also offer paper copies when requested.

Agreed by the Local Governing Body: 20/09/2017

Date of mid-year review: 21/03/2018

Date of annual review: Sept 2018

Roles and responsibilities within the Federation of Nettlestone and Newchurch Primary

Staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Be aware of the process for making referrals to Multi Agency Safeguarding Hub and for statutory assessments under the [Children Act 1989](#) that may follow a referral, along with the role they might be expected to play in such assessments.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults within the federation whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
- Know what to do if a child tells them he/she is being abused or neglected.
- If the disclosure is an allegation against a member of staff they will follow the allegations' procedures (Annex 5).
- Follow the procedures set out by the LSCB and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify DSL of any child on a child protection plan who has unexplained absence.
- Be aware of the early help process, and understand their role in it.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the designated safeguarding lead and deputy/ies DSL's is/are and know how to contact them.

Senior leadership team responsibilities:

- Contribute to inter-agency working in line with guidance ([working together 2015](#))
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Working with children's social care, support their assessment and planning processes including federation attendance at conference and core group meetings
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central record

- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the federation
- Treat any information shared by staff or pupils with respect and follow procedures. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), and IOW safeguarding children board (LSCB).
- Provide copies of policies, including the Child Protection Policy; Safeguarding Policy, and Staff Code of Conduct and a copy of part one of Keeping Children Safe in Education to all staff at induction.
- Ensure all staff understand the role of the DSL upon induction and thereafter and are aware of systems within their school which support safeguarding.

Governing Body responsibilities

- That the federation has effective safeguarding policies and procedures including a child protection policy, safeguarding policy and a staff code of conduct, including amongst other things the acceptable use of technologies, staff/pupil relationships and communications and the use of social media.
- Ensure the federation contributes to inter-agency working in line with statutory guidance.
- IOW LSCB are informed annually about the discharge of duties via the safeguarding audit/s.
- Recruitment, selection and induction follows safer recruitment practice.
- Allegations against staff are dealt with by the Executive Headteacher.
- A member of the senior leadership team is designated as DSL and this recorded in their job description.
- Staff have been trained appropriately and this is updated in line with guidance.
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- Have identified that the Chair of the Governing Body will deal with allegations against the Executive Headteacher.
- Ensure that the Child Protection and Safeguarding policies are updated at least annually and available publicly via the schools' websites.
- Ensure children are taught about safeguarding, including online, through regular teaching and learning opportunities.
- Ensure appropriate filters and appropriate monitoring systems are in place to safeguard pupils from potentially harmful and inappropriate online material.
- Provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy, so recognising the experience and expertise of their staff.
- Ensure that all staff read at least Part one of Keeping Children Safe in Education.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education.

DSL responsibilities

In addition to the role of staff and senior leadership team, the DSL will also follow the role description set out in [Annex B](#) of Keeping Children Safe in Education 2016.

The Federation of Nettlestone and Newchurch child protection procedures

Overview

The following procedures apply to all staff working in the federation and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information
2. Report it to the DSL immediately
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL is not immediately available (When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the child to the accident and emergency unit at the nearest hospital, having first notified the Multi Agency Safeguarding Hub. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention)
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions they were involved in.
 - Any injuries
 - Explanations given by the child / adult
 - What action was taken
 - Any actual words or phrases used by the child
 - All concerns, discussions and decisions made and the reasons for those decisions.

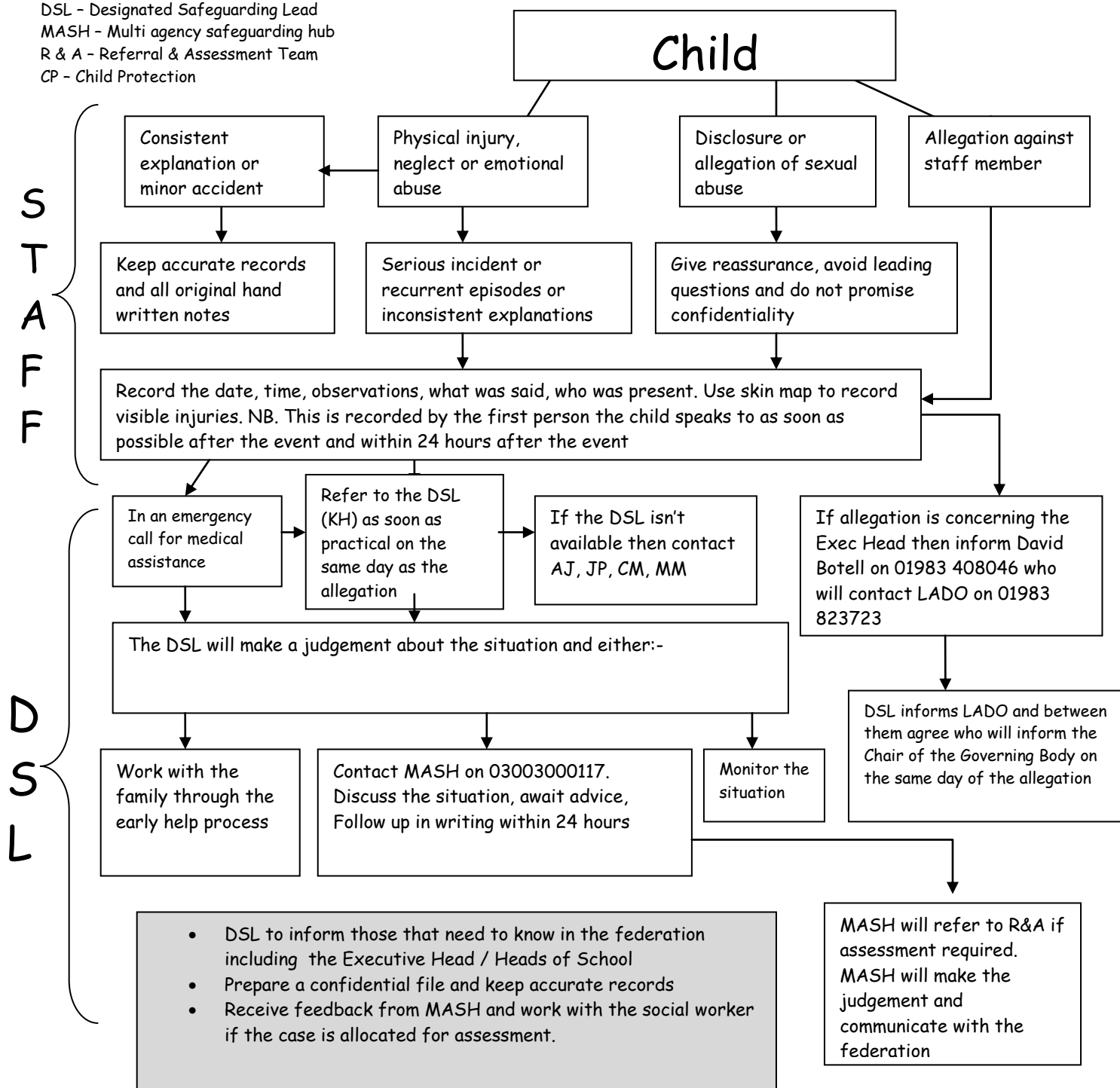
The records must be signed and dated by the author.

Following a report of concerns from a member of staff, the DSL must:

1. Decide in consultation with the [LSCB threshold document](#) whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to Multi Agency Safeguarding Hub.
2. Normally the federation should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact Multi Agency Safeguarding Hub on 0300 300 0117 and make a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family
4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the early help process
5. The DSL must confirm any referrals as per the [IOW LSCB guidance](#) in writing to the Multi Agency Safeguarding Hub, within 24 hours, including the actions that have been taken.
6. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify Multi Agency Safeguarding Hub of the occurrence and what action has been taken
7. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Multi Agency Safeguarding Hub or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
8. When a pupil is in need of urgent medical attention and there is a suspicion of abuse the DSL or head teacher should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that the child requires urgent hospital attention.


Flowchart for child protection procedures

DSL - Designated Safeguarding Lead
 MASH - Multi agency safeguarding hub
 R & A - Referral & Assessment Team
 CP - Child Protection



Recording form

THE FEDERATION OF NETTLESTONE & NEWCHURCH PRIMARY SCHOOLS <i>'It could happen here'</i>			
Child's name:			
Date and time		D.o.B	
Child's address			
Family Composition (Contacts for parents/ names of siblings)			
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? use child's words)	
Remember:	
	<ol style="list-style-type: none"> 1. <u>T</u>ell me 2. <u>E</u>xplain to me 3. <u>D</u>escribe to me

--

Actions taken			
Date	Person taking action	Action taken	Outcome of action - to include names of any team/social worker and advice given

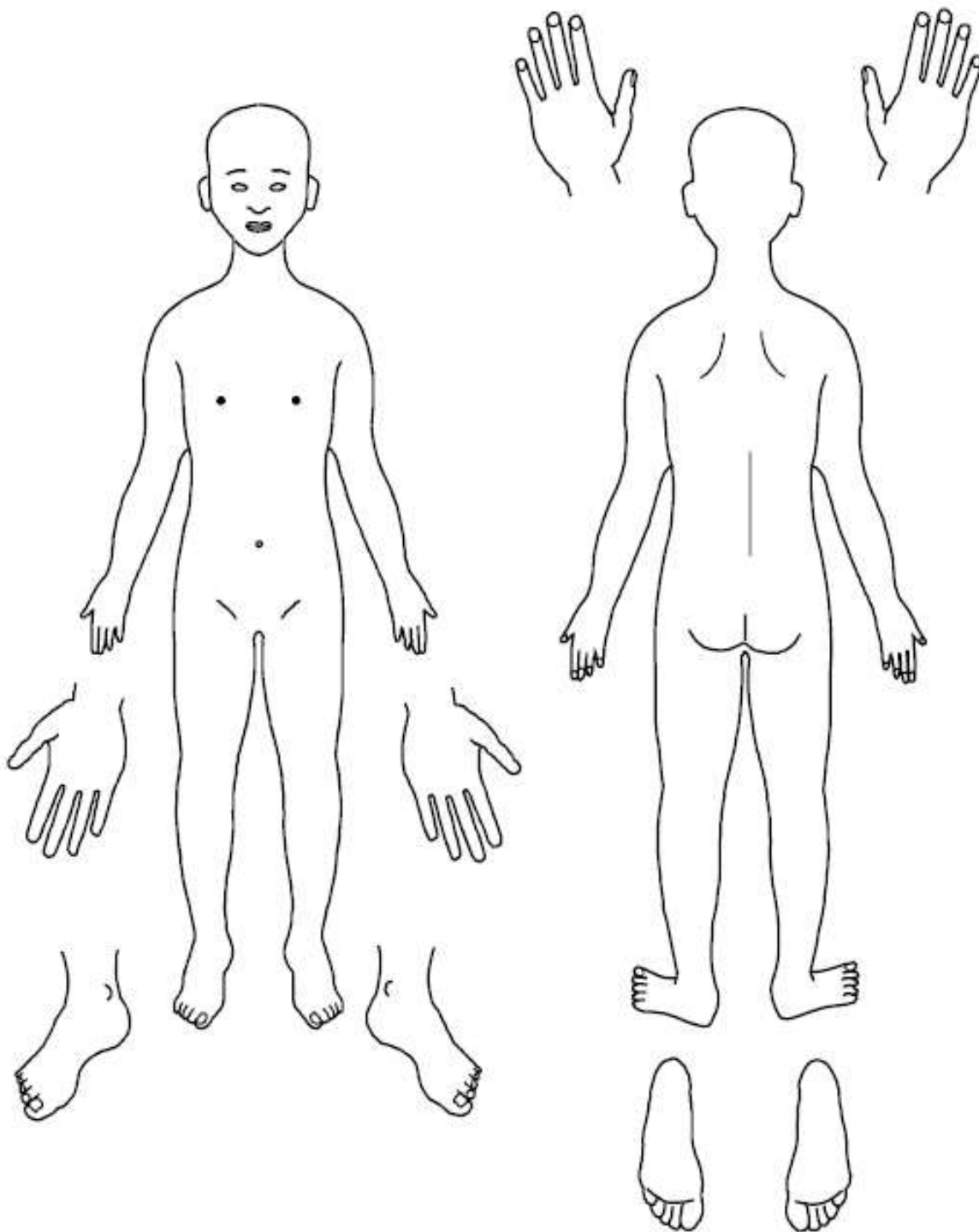
Name:

Designation:

Copied to:

Skin map

Name
of
Child:



Date of birth: _____ Date of recording: _____

Name of completer: _____



Any additional information:

Dealing with disclosures**All staff should:**

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's**Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the DSL as soon as possible
- If you are not able to contact your DSL, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the Federation and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and the Federation should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Allegations against staff, governors or federation volunteers

Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school 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; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.**

In dealing with allegations or concerns against an adult in the school:

- Report any concerns about the conduct of any member of staff or volunteer to the Principal or their deputy as soon as possible.
- If an allegation is made against the Executive Headteacher, the concerns need to be raised with the LADO and Chair of Governors as soon as possible and within 24 hours.
- Once an allegation has been received by the Executive Headteacher or Chair of Governors they should contact the Local Authority Designated Officer, Paul Barnard on 01983 823723 or e:mail LADO@iow.gov.uk

The LADO and the personnel provider for the school will support the school in following procedures set out in Keeping Children Safe in Education (2016) and the LSCB procedures.

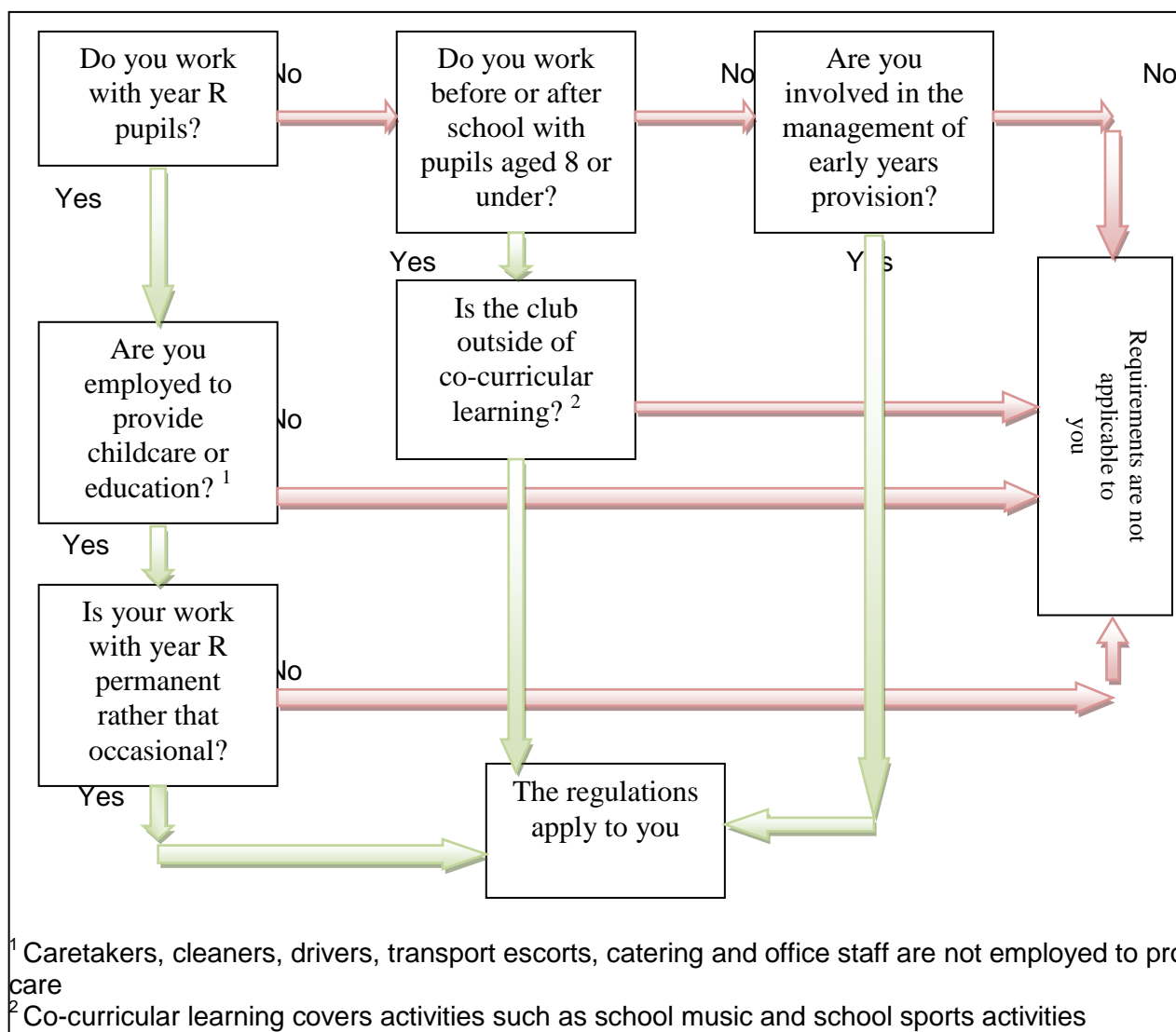
All staff will be subject to an enhanced DBS certificate check - this includes governors and all volunteers. A sample of these will be revisited every three years. A copy of the DBS certificate will be held on the school file for no longer than 6 months.

The Executive Headteacher has a legal duty to refer to the DBS anyone who has harmed, or poses risk of harm, to a child; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Guidance on the referral process can be found at GOV.UK

In addition to obtaining the DBS certificate anyone who is appointed to carry out teaching work will require an additional check to ensure that they are not prohibited from teaching.

All checks undertaken will be recorded on the school Single Central Record.

The governing body has agreed that as part of the induction processes all staff are asked to voluntarily complete the Disqualification under the Childcare Act 2006 referral form. Should a member of staff refuse to do so the following chart will be used to determine whether this is a statutory requirement:



Please see [Allegations of Abuse Against Staff Policy](#) for further information.

Managing allegations against other pupils (Peer-on-peer abuse)

Model policy & procedure

DfE guidance [keeping children safe in education \(2016\)](#) says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of peer-on-peer abuse. In most instances, the conduct of students towards each other will be covered by the [federation's positive behaviour policy](#). Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

¹ Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls Academy – A Serious Case Review (2015)

Policy: -

Across the Federation of Nettlestone and Newchurch Primary School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the Federation and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the federation's positive behaviour policy.

Prevention

Across the federation we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student 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
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against pupils by others from within the federation, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil.
- Is of a serious nature, possibly including a criminal offence.
- Raises risk factors for other pupils in the federation.
- Indicates that other pupils may have been affected by this pupil.
- Indicates that young people outside the federation may be affected by this pupil.

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Procedure: -

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact the Multi Agency Safeguarding Hub to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, the multi-agency agency safeguarding hub will ensure that the police will become involved
- Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to exclude the pupil being complained about for a period of time according to the [federation's exclusion policy](#) and procedures.
- Where neither social services nor the police accept the complaint, a thorough federation investigation should take place into the matter using the federation's usual disciplinary procedures.
- In situations where the federation considers a safeguarding risk is present, a risk assessment should be prepared.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Briefing sheet for temporary and supply staff

For supply staff and those on short contracts within the Federation of Nettlestone and Newchurch Primary Schools

While working within the federation, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare. In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the Designated Safeguarding Lead, who is **Kirsty Howarth** and can be found. The Deputy DSL's within the federation are:

- **Anna Jacobs** (Nettlestone Primary)
- **Joanne Payne** (Newchurch Primary)
- **Caroline Martin** (Nettlestone and Newchurch Primary)
- **Michelle Martin** (Governor)
- **David Botell** (Governor)

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behavior that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process - it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help - do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
 - Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact Multi Agency Safeguarding Team if appropriate

The federation has a [policies](#) on child protection and safeguarding children and young people which can be found on each school website, together with the local procedures to be followed by all staff, a hard copy is kept in each school

Remember, if you have a concern, discuss it with the DSL.

What is child abuse?

The following definitions are taken from [working together to safeguard children HM Government \(2015\)](#). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation. The NSPCC website also provides useful additional information on types of abuse and what to look out for: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Radicalisation (as outlined in [The Prevent Duty, June 2015](#)): refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. An individual's engagement with the programme is entirely voluntary at all stages.

Child Sexual Exploitation: involves the exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However it is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of the abuse.

Female Genital Mutilation: FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found via [multi-agency practice guidelines](#). If staff have a concern they should activate the usual school safeguarding reporting procedures. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

Indicators of abuse

Neglect

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to federation in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children ([what to do if you are worried a child is being abused 2015](#)) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns federation staff have should at least be discussed with the designated person.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from federation or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person - as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor federation performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging

- Acting out
- Poor trust in significant adults
- Regressive behaviour - e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at the federation, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* - e.g., shins. Injuries on the *soft areas* of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the federation.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises - e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears - the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument - e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks

- Deliberate burning may also be indicated by the pattern of an instrument or object - e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the federation, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is *secretive* or *evasive*
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Sexual abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child - e.g., relatives, family friends, neighbours, babysitters, people working with the child in the federation, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Characteristics of child sexual abuse:

- it is often planned and systematic - people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child - people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment - abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases

- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity inexplicable decline in federation performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at federation, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Radicalisation

In order for schools and childcare providers 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 schools' and childcare providers' wider safeguarding duties, and 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.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation

may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's DSL, and where deemed necessary, with children's social care.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. The helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

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

What is a green behaviour?

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

What can you do?

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

Green behaviours

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

What is an amber behaviour?

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

What can you do?

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

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

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

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

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

Behaviours: age 5 to 9 and 9 to 13

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

What is a green behaviour?

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

What can you do?

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

Green behaviours 5-9

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

Green behaviours 9-13

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

What is an amber behaviour?

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

What can you do?

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

Amber behaviours 5-9

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

Amber behaviours 9-13

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

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

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

Red behaviours 9-13

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

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Behaviours: age 13 to 17

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

What is a green behaviour?

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

What can you do?

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

Green behaviours

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

What is an amber behaviour?

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

What can you do?

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

Amber behaviours

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

What is a red behaviour?

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

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

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

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Useful contacts

Key Personnel	Name (s)	Telephone No.
DSL	Kirsty Howarth	01983 865210 01983 613171
Deputy DSL(s)	Anna Jacobs Joanne Payne Caroline Martin	01983 613171 01983 865210 As above
Federation's named "Prevent" lead (SPoC)	Joanne Payne	01983 865210
Chair of Governing Body	David Botell	01983 408046
Safeguarding Governor	Michelle Martin	07776237368
Multi Agency Safeguarding Team	Professionals line	03003000117
Police		101 or in emergencies 999
LADO	Paul Barnard	01983 823723
Early help hub manager	Carly Bain	01983 823171
School Nurse	Nettlestone - Dawn Cunnington Newchurch - Joanne Norman	01983 821380
DFE - telephone helpline for Extremism		020 7340 7264
NSPCC	If worried about a child	08088005000
	Local Office	01634564688