



SUSI EARNSHAW

School of Academics & Performing Arts

Safeguarding Handbook

Types of abuse

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by 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 (Munchausen's Syndrome By Proxy).

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, or 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 from participating in normal social interactions. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children 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 also 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 the 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/or 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.

Recognising signs of abuse

Research suggests that around 10% of children will suffer some form of abuse, and disabled children are three times more likely to be abused. Due to their day to day contact with students, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that staff are always vigilant to any possible signs of abuse and fully understand the procedures for reporting their concerns. Susi Earnshaws will act on identified concerns and provide early help to prevent concerns from escalating.

As part of their training, staff are also provided with the following guidance for recognising the signs of abuse:

Physical abuse (physical indicators):

- Unexplained bruises and/or welts on the face, throat, upper arms, buttocks, thighs or lower back, possibly in unusual patterns or shapes which suggest the use of an instrument on a child in various stages of healing that are seen after absences, weekends, or vacations.
- Unexplained burns, (including cigarette burns); especially burns found on palms, soles of feet, the abdomen or buttocks; immersion burns, producing "stocking" or "glove" marks on hands or feet; "doughnut shaped" burns on the buttocks or genital area; rope burns; infected burns, indicating delay in treatment; burns in

the shape of common household utensils or appliances.

- Eating disorders, including obesity or anorexia.
- Weight or height level substantially below norm.
- Flat or bald spots on head.

Physical Abuse: Behavioural Indicators:

- Behavioural extremes (withdrawal, aggression, regression, depression). Inappropriate or excessive fear of parent or carer.
- Antisocial behaviour such as substance abuse, truancy, running away, or fear of going home.
- Unbelievable or inconsistent explanation for injuries.
- Unusual shyness
- Wariness of physical contact.

Female Genital Mutilation (FGM)

This form of physical abuse involves female genital mutilation by way of female circumcision. It causes long-term mental and physical suffering, difficulty in giving birth, infertility and even death. Best estimates suggest that around 74,000 women in the UK have undergone the procedure, and 24,000 girls under the age of 15 are at risk from it. FGM is much more common than many realise, both worldwide and in the UK (particularly in large towns or cities). The procedure is typically performed on girls aged between 4 and 13, but can be performed on babies and young women before marriage or pregnancy. Staff need to be alert to the possibilities of a girl being at risk of FGM or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise this procedure. Professionals should note that girls at risk of FGM may not be aware that it is likely to happen to them. Sensitivity must be shown.

Possible indicators:

- Students who are taken out of school for a 'long holiday to their country of origin' and have no idea what is about to happen.
- Talk about a special procedure to become a woman.
- Girls who are withdrawn from PSHCE.
- Visiting female elder from the country of origin.
- Mother or sister who has undergone FGM.
- Low level of integration into UK society.

Teachers have a duty to report to police any instance where they discover that FGM has been carried out on a girl under 18.

The NSPCC have an FGM helpline: 0800 028 3550.

Emotional Abuse: Physical Indicators:

- Eating disorders, including obesity or anorexia.
- Speech disorders (stuttering, stammering).
- Developmental delays in the acquisition of speech and/or motor skills.
- Weight or height level substantially below the norm.
- Flat or bald spots on the head.
- Nervous disorders (rashes, hives, facial tics, stomach aches).

Emotional Abuse: Behavioural Indicators:

- Habit disorders (biting, rocking, head-banging).
- Cruel behaviour; seeming to get pleasure from hurting children, adults or animals; seeming to get pleasure from being mistreated.
- Age-inappropriate behaviours (bedwetting, wetting, soiling).
- Behavioural extremes, such as being overly compliant or demanding, withdrawn and/or aggressive, listless and/or excitable.

Sexual Abuse: Physical Indicators:

- Torn, stained or bloody underclothes.
- Frequent, unexplained sore throats.
- Yeast or urinary infections.
- Somatic complaints, including pain and irritation of the genitals.
- Sexually transmitted diseases.
- Bruises or bleeding from external genitalia, vagina or anal region.
- Pregnancy.

Sexual Abuse: Behavioural Indicators:

- The victim's disclosure of sexual abuse.
- Regressive behaviours (thumb-sucking, bedwetting, fear of the dark).
- Promiscuity or seductive behaviours.
- Disturbed sleep patterns and/or recurrent nightmares.
- Unusual and age-inappropriate interest in sexual matters.
- Avoidance of undressing or wearing extra layers of clothes.
- Sudden decline in school performance.
- Truancy.
- Difficulty in walking, standing or sitting.

Neglect: Physical Indicators:

- Poor hygiene, including lice, scabies, bedsores and body odour.

- Squinting.
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions.
- Untreated injury or illness.
- Lack of immunisations.
- Indicators of prolonged exposure to the elements (excessive sunburn, insect bites, colds).
- Height and/or weight significantly below age level.

Neglect: Behavioural Indicators:

- Unusual school attendance.
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Begging for or collecting leftovers.
- Assuming adult responsibilities.
- Reporting that there is no parent or carer at home.

Child Sexual Exploitation (CSE)

Child sexual exploitation involves 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 also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Staff should be aware of the key indicators of children being sexually exploited, which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;

Child Sexual Exploitation: Behavioural indicators

- Sudden decline in school performance, punctuality or attendance.
- Being in possession of expensive goods.
- Going to places you know they cannot afford.
- Age-inappropriate clothing.
- Inappropriate sexualised behaviour.
- Being secretive.
- Mixing with older people.
- Female Genital Mutilation (FGM).

Further Behavioural indicators

- May talk about a 'special procedure' or 'special occasion to become a woman.'
- Abroad for a prolonged period of time.
- Unusual absence.
- Reluctance to undergo normal medical examinations.

Radicalisation

Behavioural Indicators

- Blaming a particular group for all social ills, and using insulting names or labels for them.
- Speaking about a particular group and the need to act quickly.
- Trying to justify crime or violence on behalf of a particular cause or ideology.
- Spending increasing time in the company of others with extreme views (in person or on the internet).
- Accessing or possessing material or symbols associated with a particular group or ideology.
- Attempting to recruit others.
- Changing style of dress or appearance to accord with a particular group or ideology.
- Losing interest in ideas or activities unrelated to a particular group or ideology.

Cases of abuse of one child to another 'Peer on Peer Abuse'

Children can also abuse other children. This is referred to as Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. Types of Peer on Peer abuse can include (but is not limited to):

- Sexual Violence

- Sexual harassment
- Physical abuse such as hitting, kicking, shaking, biting hair pulling or otherwise causing harm
- Sexting and initiation/hazing type violence and rituals.

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ Children and young people (CYP) and those who are from different communities.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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 and A does not reasonably believe that B consents.

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, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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 and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

'Upskirting'

The Voyeurism (offences) Act, which is known as the Upskirting Act, came into force in 12th April 2019. Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and anyone of any gender can be a victim

Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

If this cannot be handled with measures stated in the Anti-Bullying Policy and the matter becomes a Child Protection issue, we will refer the case to Chris Miller (LCSB).

Abusive behaviour by students must be taken seriously. Behaviour should not be dismissed as being normal between young people, as 'banter' or simply as 'part of growing up.' At SETS we have zero tolerance to the use of 'banter' in school. Behaviour such as initiation, violence or any form of sexual harassment is NOT acceptable.

The sending of inappropriate text or multimedia messages between any students or staff is not allowed. We will not tolerate any illegal material, and will always report illegal activity to the Police and/or the Local Child Safeguarding Board (LCSB). If we discover that a child or young person is at risk as a consequence of online activity, we may seek additional assistance from the Child Exploitation and Online Protection Unit (CEOP). We will impose a range of sanctions on any adult, child or young person who misuses technology in this way.

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National

Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Should any bullying occur at Susi Earnshaw, it will be dealt with in line with our Anti-Bullying Policy. In order to keep our student's safe in school and out of school, the effects of bullying (including cyber bullying) and ways to deal with this are taught within PHSCE.

Cyber-bullying includes:

- Texting threatening, frightening or rude messages by mobile phone.
- Sending unpleasant photographs by mobile phone.
- Using online message boards, chat rooms or social networking sites to post cruel messages.
- Deleting the victim's name from or ignoring their messages on social networking sites.
- Someone taking an indecent image of themselves and sending it to their friends or boyfriend/girlfriend via a mobile phone or some other form of technology. This is sometimes referred to as sexting. Once these images have been taken and sent to others, control is lost of them and they can end up anywhere. They could be seen by friends or family, a future employer, or even, in some cases, end up in the possession of an offender.

Students may only use cameras or any mobile electronic device with the capability for recording and/or storing still or moving images with the express permission of the member of staff in charge and with the permission of those appearing in the image. All students must allow staff access to images stored on mobile phones and/or cameras and must delete images if requested to do so.

The posting of images which, in the reasonable opinion of the Head Teacher, are considered to be offensive, on any form of social media or websites (such as YouTube) is a serious breach of discipline and will be subject to disciplinary procedures, whatever the source of the material, and irrespective of whether the image was posted using School or personal facilities.

Students are never allowed to leave the building unless they are given express permission by a member of staff. Parents of students in years 10 and 11 must give written authorisation to allow their children to leave the school at lunchtime. All students must be picked up from School by a person known to them or go straight home via public transport. They must not talk to strangers, and any problems must be reported to staff, parents and (where appropriate) the police, immediately.