

MODEL SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS AND EDUCATION SERVICES

Codicil Insert

RECENT CHANGES TO THIS POLICY (2018-19)

This policy was reviewed and ratified by the Governing Body on

The following persons are authorised to approve minor changes between reviews:

Chair of Governors ...Jill Hughes.....

Safeguarding Lead GovernorJill Hughes.....

Since ratification by the Governing Body the following changes have been made –

Date of Change: 21/09/18		
new	Section 16.0-16.5, page 19	Peer on Peer abuse
reword	Section 16.0-16.5, page 19	This section was previously titled 'sexual violence and harassment between children in schools and colleges'. This section has been renamed 'Peer on Peer abuse' and has been rewritten to reflect the wider aspects of peer on peer abuse contained in Keeping Children Safe in Education 2018
reword	Part Two, page 20	Updated diagram
new	Part Two, page 20	The diagram in this page has been updated with some minor changes. The hyperlink takes you to the new modified document

A version of the Policy with these changes can now be downloaded from
https://www.birmingham.gov.uk/downloads/download/1960/school_policies_and_procedures

Please now read the policy with this amended wording in place

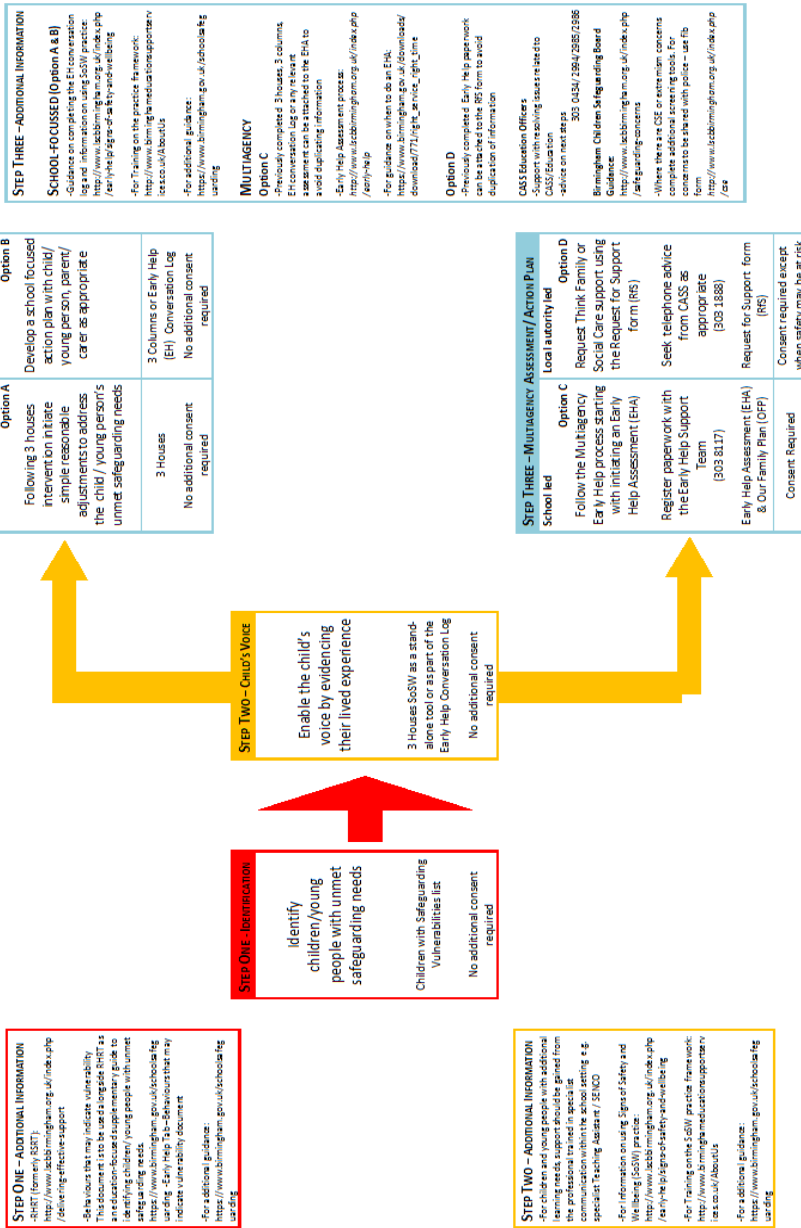
16.1 It is important that school and college can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/hazing and sexual violence and harassment. Our school's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and should never be tolerated or diminished in significance. Our staff recognise that there is a gendered nature to peer on peer abuse i.e. that it is more likely that girls will be victims and boys perpetrators.

- 16.2 We will follow both national and local guidance and policies (section 23.2) to support any children subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.
- 16.3 Our staff will not tolerate instances of peer on peer abuse and will not pass it off as “banter”, “just having a laugh” or “part of growing up”.
- 16.4 Our 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 offences under the Sexual Offences Act 2003 as described below:
- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of 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.
- 16.5 Our school will follow the guidance on managing reports of child on child sexual violence and sexual harassment in schools.
- Our DSL will follow local guidance to enable provision of effective support to any child affected by this type of abuse.
https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance
 - The school will utilise the Children who pose a Risk to Children School Safety Plan produced by the local authority
https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children

PART TWO – THE KEY PROCEDURES RESPONDING TO CONCERNS ABOUT A CHILD

IF A CHILD IS SUFFERING OR IS LIKELY TO SUFFER FROM HARM, TELEPHONE CASs ON 303 1888 (OUT OF HOURS 675 4806). IF AN IMMEDIATE RISK OF SIGNIFICANT HARM CONTACT THE POLICE ON 999

THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION



Three Steps to Delivering Early Help in Education – September 2018

