

# **BISHOP'S HATFIELD GIRLS' SCHOOL**

## **CHILD PROTECTION POLICY**

**Date of last review:** Autumn Term 2021

**Date of next review:** Autumn Term 2022

**School Based Policy**

## CONTENTS

<b>1</b>	<b>Introduction</b>
<b>2</b>	<b>Statutory Framework</b>
<b>3</b>	<b>The Designated Senior Lead (DSL) and Deputy Designated Senior Leads (DDSLs)</b>
<b>4</b>	<b>The Governing Body</b>
<b>5</b>	<b>When to be concerned</b>
<b>6</b>	<b>Dealing with a Disclosure</b>
<b>7</b>	<b>Record Keeping</b>
<b>8</b>	<b>Confidentiality</b>
<b>9</b>	<b>School Procedures</b>
<b>10</b>	<b>Communication with parents</b>
<b>11</b>	<b>Allegations Involving School Staff/Volunteers</b>
<b>Appendix 1</b>	<b>Link to Keeping Children Safe in Education (DfE, 2021)</b>  <b>Part One: Information for all school staff</b> <b>Annex A: Further information</b> <b>Updates from KCSiE (DfE, 2021)</b>
<b>Appendix 2</b>	<b>Declaration for staff:</b> <b>Child Protection Policy and Keeping Children Safe in Education (DfE, 2021)</b>

<b>Appendix 3</b>	<b>Actions where there are concerns about a child</b>
<b>Appendix 4</b>	<b>Operation Encompass</b>
<b>Appendix 5</b>	<b>Ofsted school Inspection Handbook (September 2021)</b>
<b>Appendix 6</b>	<b>Sexual violence and sexual harrassment between pupils in schools guidance (DfE 2021)</b>
<b>Appendix 7</b>	<b>Online Safety guidance</b>
<b>Appendix 8</b>	<b>COVID guidance (2021-22)</b>
<b>Appendix 9</b>	<b>GDPR, data protection and Freedom of Information</b>
<b>Appendix 10</b>	<b>Indicators of abuse</b>

## **INTRODUCTION**

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's health and/or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (Working Together to Safeguard Children, DfE, 2018, pg.6)

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour for Learning Policy, Restrictive Physical Intervention Policy, Anti-Bullying Policy, Code of Conduct Policy and the Esafety Policy.

The policy should also be read in conjunction with the safeguarding response to a pupil who goes missing from education.

Copies of policies and a copy of Part One of the KCSIE 2021 should be provided to staff at or before induction.

### **Purpose of a Child Protection Policy**

To inform staff, parents/carers, volunteers and governors about the school's responsibilities for safeguarding pupils. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

### **Hertfordshire Safeguarding Children Partnership Procedures**

The school follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedure and practice for all agencies in Hertfordshire working with pupils and their families: <http://hertsscb.proceduresonline.com/index.htm>

### **School Staff & Volunteers**

All school staff have a responsibility to provide a safe environment in which pupils can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with pupils.

All school staff will receive appropriate safeguarding pupils training (which is updated regularly – Hertfordshire Safeguarding Children Partnership advises every three years), so that they are

knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example, via email and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard pupils effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead (DSL) - including the Child Protection Policy and staff code of conduct.

### **Mission Statement**

Establish and maintain an ethos and culture where pupils feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.

Establish and maintain an ethos and culture where school staff and volunteers feel safe, are encouraged to talk and are listened to and responded to when they have concerns about the safety and well-being of a pupil.

Ensure pupils know that there are adults in the school whom they can approach if they are worried.

Ensure that pupils, who have additional/unmet needs are supported appropriately. This could include referral to early help services or Child Protection Contacts to specialist services if they are a child in need or have been / are at risk of being abused and neglected.

Consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Refer to KCSiE 2021 Pgs. 31-33

Staff members working with pupils are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this pupil' where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the interests of the pupil.

### **Implementation, Monitoring and Review of the Child Protection Policy**

The policy will be reviewed at least annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the DSL and through staff performance measures.

## **STATUTORY FRAMEWORK**

In order to safeguard and promote the welfare of pupils, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)

*Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.*

- Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)
- Children and Social Work Act 2017
- Keeping Children Safe in Education (DfE, September 2021)
- Keeping Children Safe in Education: Part One - information for all school and college staff (DfE, September 2021) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Serious Violence Strategy (2018)
- Sexual violence and sexual harassment between pupils in schools (DfE 2017)

Keeping Children Safe in Education (DfE 2021) states that governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018).

Furthermore it also states that governing bodies and proprietors of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of inter-agency safeguarding procedures set up by the LSCB

## **THE DESIGNATED SAFEGUARDING LEAD (DSL)**

**Governing bodies should ensure that the school designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.**

During term time the designated safeguarding lead and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Arrangements to discuss any safeguarding concerns out of hours / out of term time are to be addressed to the main HCC contact number for Child Protection Contact Referrals::

0300 123 4043

The Designated Safeguarding Lead for Child Protection in this school is:

NAME: Mr Adrian Dudley

There should be a Deputy Designated Safeguarding Lead (DDSL) in the absence of the lead DSL.

The Deputy Designated Safeguarding Leads for Child Protection in this school are:

NAME: Mrs Melissa Jackson / Mrs Melissa Dayton / Mrs Sarah Alliot / Mr Alf Wood / Mr Simon Lister / Miss Sophy Lawrence

**The broad areas of responsibility for the Designated Safeguarding Lead (DSL) are:**

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services) , Police (where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Managing Child Protection Contact Referrals and cases
- Contacting the CP Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Liaise with the Head Teacher to inform them of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies
- Support staff who make Child Protection Contact Referrals and other service referrals

- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

### ➤ **Training (guidance from KCSiE 2021)**

The DSL should undergo formal training every two years. The DSL should also undertake Prevent awareness training every 3 years. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff
4. Be alert to the specific needs of pupils in need, those with special educational needs and young carers
5. Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting pupils from the risk of radicalisation
6. Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
7. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
8. Be able to keep detailed, accurate, secure written records of concerns, Child Protection Contact Referrals alongside referrals to other agencies
9. Obtain access to resources and attend any relevant or refresher training courses

10. Encourage a culture of listening and responding to pupils and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

➤ **Raising Awareness: The DSL should:**

- Ensure the school's policies are known, understood and used appropriately.
- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents/carers are aware that advice regarding CP concerns could be sought from the CP Consultation Hub and that CP Contacts Referrals about suspected abuse or neglect may be made and the role of the school in this.
- Ensure parents/carers are aware of the school's statutory role regarding safeguarding of pupils
- Link with the Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that when pupils leave school, they ensure the file for safeguarding and child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school
- Obtain proof that the new school/education setting has received the safeguarding file for any pupil transferring and then destroy any information held on the pupil unless the case is currently open and in line with data protection guidelines (see Record keeping Guidance on the Hertfordshire Grid for Learning for further information).
- Consider whether it would be appropriate to share any information with the new school or college in advance of a child leaving.

## THE GOVERNING BODY

Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are always effective and comply with the law

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their schools or college's safeguarding arrangements.

The nominated governor for child protection is:

NAME: Mr Andrew North (Chair of Governors)

The responsibilities placed on governing bodies include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of pupils are identified
- ensuring that an effective child protection policy is in place, together with a staff code of conduct policy
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2021) and Annex A and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the DSL
- ensuring that all of the DSLs (including deputies) should undergo formal child protection training every two years (in line with KCSiE & HSCP procedures and guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of pupils and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that pupils are taught about safeguarding in an age appropriate way including online safety
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard pupils from potentially harmful and inappropriate online material. Additional information to support governing bodies is provided in Annex C of Keeping Children Safe in Education (DfE 2021)

## WHEN TO BE CONCERNED

If staff members have any concerns about a pupil they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead (DSL) or DDSL to agree a course of action, although any staff member can make a Child Protection Contact Referral to Children's Services by ringing 0300 123 4043.

If a pupil is in immediate danger or is at risk of harm, a referral should be made to Children's Services and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect (see Appendix 7) so that they are able to identify cases of pupils who may be in need of help or protection.

**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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

### **Extra Familial Harm (formerly Contextual Safeguarding)**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between pupils outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of pupils should consider whether wider environmental factors are present in a pupil's life that are a threat to their safety and/or welfare.

### **A pupil centred and coordinated approach to safeguarding:**

Safeguarding and promoting the welfare of pupils is **everyone's responsibility**. In order to fulfil this responsibility effectively, each professional should make sure their approach is **pupil centred**. This means that they should consider, at all times, what is in the best interests of the pupil.

Schools and their staff form part of the wider safeguarding system for pupils. This system is based on the principle of providing help for families to stay together where it is safe for the pupils to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the pupil at all times.

### **Pupils who may require early help (known as Families First)**

Families First is Hertfordshire's programme of early help services for families.

A directory of early help services is available at [www.hertfordshire.gov.uk/familiesfirst](http://www.hertfordshire.gov.uk/familiesfirst) which will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a pupil's needs. It is important for pupils to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalating concerns so that consideration can be given to a CP Contact Referral to Children's Services if the pupil's situation doesn't appear to be improving.

If early help is appropriate, the DSL/DDSL will generally lead on liaising with other agencies and setting up a FFA as appropriate

Staff and volunteers working within the school should be alert to the potential need for early help for pupils who are more vulnerable. For example:

- **Pupils with a disability and/or specific additional needs.**
- **Pupils with special educational needs, inc. EHCP**
- **Pupils who are frequently missing/go missing from care or from home**
- **Pupils who are misusing drugs or alcohol**
- **Pupils who are at risk of modern slavery, trafficking or exploitation**
- **Pupils who have returned home to their family from care**
- **Pupils who are at risk of being radicalised or exploited**
- **Pupils who are privately fostered**
- **Pupils who are acting as a young carer.**
- **Pupils who are showing signs of engaging in anti-social or criminal behaviour.**
- **Pupils whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence**
- **Pupils who are showing early signs of abuse and/or neglect.**

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of pupils who may be in need of help or protection.

See Appendix 10 for information on indicators of abuse and Appendix A of KCSiE 2021 for specific safeguarding issues.

### **Pupils with special educational needs and disabilities:**

Additional barriers can exist when recognising abuse and neglect in this group of pupils.

This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- ❖ Assumptions that pupils with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- ❖ Communication barriers and difficulties
- ❖ Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- ❖ Disabled pupils often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child's understanding of abuse.
- ❖ Lack of choice/participation
- ❖ Isolation

### **Peer on peer abuse**

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the pupil may pose to themselves and others in the education setting.

If one pupil causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the pupils concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other pupils; or
- Whether there are concerns about the intention of the alleged perpetrator.

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

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as sharing nudes or semi-nudes); and
- initiation/hazing type violence and rituals.

All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Furthermore they should *recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.*

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at

[www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool)

Guidance on responding to and managing sexting incidents can be found at

[http://www.thegrid.org.uk/info/welfare/child\\_protection/reference/index.shtml#sex](http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex)

In order to minimise the risk of peer on peer abuse the school will aim to:

- Provide a developmentally appropriate Life Skills curriculum which develops pupil's understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported
- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. Behaviour for Learning policy).

**Where there is an allegation or concern that a pupil has abused others Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures manual, 'Children Who Abuse Others':**

[http://hertsscb.proceduresonline.com/chapters/p\\_chil\\_abuse.html](http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html)

Staff should also refer to Part 5 of Keeping Children Safe in Education (DfE 2021) – ‘Child on child sexual violence and sexual harassment’:

[Keeping children safe in education - GOV.UK](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

### **Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

Also refer to **Schools Toolkit** the characteristics of young people’s vulnerability to CSE and CCE on the HFGL.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex B KCSiE DfE 2021.

### **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the DSL.

## **PREVENT: Safeguarding Children and Young People from Radicalisation**

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism.” KCSiE DfE 2021

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children’s behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent ‘notice, check, share’ approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured at 6.25 of the Hertfordshire Safeguarding Children’s Partnership CP procedures [6.25 Prevent Guidance](#) which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral. (please note: at the time of writing this policy 6.25 of the HSCP CP procedures is under review)

### **Domestic Abuse**

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. See Appendix 4 for information regarding Operation Encompass

### **DEALING WITH A DISCLOSURE**

If a pupil confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the pupil in a manner appropriate to the pupil’s age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe.

If a pupil discloses that they have been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the pupil to talk freely
- Reassure the pupil, but not make promises which it might not be possible to keep

- Never promise a pupil that they will not tell anyone - as this may ultimately not be in the best interests of the pupil.
- Reassure them that what has happened is not their fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the DSL or DDSL without delay

### **Support**

Dealing with a disclosure from a pupil, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for themselves and discuss this with the DSL / DDSL.

**If a school staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving school staff/volunteers.***

### **RECORD KEEPING**

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss this with the Designated Safeguarding Lead or DDSL

When a pupil has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation on CPOMS
- Do not destroy any original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the pupil

- Draw a diagram to indicate the position of any injuries or use the body map option in CPOMS
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

### **CONFIDENTIALITY**

Safeguarding pupils raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of pupils with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a pupil confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the pupil in a manner appropriate to the pupil's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe. This will ultimately be in the best interests of the pupil.
- Staff/volunteers who receive information about pupils and their families in the course of their work should share that information only within appropriate professional contexts.

### **SCHOOL PROCEDURES**

*Please see Appendix 3: What to do if you are worried a child is being abused flowchart.*

If any member of staff is concerned about a pupil, they must inform the DSL or DDSL.

The DSL/DDSL will decide whether the concerns should be referred to Children's Services by completing a CP Contact Referral. If it is decided to make a CP Contact Referral to Children's Services this will be discussed with the parents/carers, unless to do so would place the pupil at further risk of harm.

While it is the DSL/DDSLs role to make CP Contact Referrals, any staff member can make a CP Contact Referral to Children's Services. If a pupil is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, forced marriage, etc), a CP Contact Referral should be made to Children's Services and/or the Police immediately. Where CP Contact Referrals are not made by the DSL/DDSL, the DSL should be informed as soon as possible.

If a **teacher** ( persons employed or engaged to carry out teaching work at schools and other institutions in England) , in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police via 101. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2021): Annex A (para 33) for further details.

Hertfordshire Children’s Services (including out of hours): 0300 123 4043.

If the allegations raised are against other pupils, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. Please see the school’s anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information (on CPOMS) regarding the concerns on the same day. The recording must be a clear, precise, factual account of any verbal disclosures and observations.

Particular attention will be paid to the attendance and development of any pupil about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the pupil’s academic file.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

### **COMMUNICATION WITH PARENTS / CARERS**

Bishop’s Hatfield Girls’ School will ensure the Child Protection Policy is available publicly either via the school website or by other means.

Parents / carers should be informed prior to a CP Contact Referral, unless it is considered to do so might place the pupil at increased risk of significant harm by:

- The behavioural response it prompts e.g. a pupil being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s) where it would place a member of staff at risk).

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding pupils. Where reasonably possible the school should hold more than one emergency contact number for their pupils and students (KCSi|E 2021).

## **ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS**

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a pupil
- Possibly committed a criminal offence against/related to a pupil
- Behaved towards a pupil(s) in a way which indicates they would pose a risk of harm if they work regularly or closely with pupils

This relates to members of staff, supply staff and volunteers who are currently working in the school regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

### **What school staff should do if they have concerns about safeguarding practices within the school:**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff code of conduct policies, should be in place for such concerns to be raised with the school's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors as appropriate.

The Chair of Governors in this school is:

NAME: Mr Andrew North

CONTACT NUMBER: 01707 275331

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chairs in this school is:

NAMES: Mrs Rosemary Ramsdale & Mr Shaun Reed

CONTACT NUMBER: 01707 275331

In the event of allegations of abuse being made against the Headteacher or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the DSL if appropriate make any referral via them.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess **whether it is necessary** to refer the concern to the Local Authority Designated Officer: LADO Threshold Guidance may be used to inform this decision [4.1 Managing Allegations Against Adults Who Work With Children and Young People](#)

Children's Services – 0300 123 4043

SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The Headteacher should, as soon as possible, **following a briefing** from the Local Authority Designated Officer inform the subject of the allegation.

**For further information see:**

Hertfordshire Safeguarding Children Partnership Procedures Manual - Section 4.1 Managing Allegations Against Adults who work with Children and Young People

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0300 123 4043
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Safer working practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook / school code of conduct policy and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with pupils and young people in education settings (May 2019)*** available at

### **[Safer Recruitment Consortium](#)**

The document seeks to ensure that the responsibilities of school leaders towards pupils and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's behaviour management policy for more information.

# **APPENDIX 1**

## **KEEPING CHILDREN SAFE in EDUCATION (KCSiE) - September 2021**

On publication of the previous Child Protection Policy (October 2020) the September 2021 version of the statutory guidance '**Keeping Children Safe In Education**' became available online and was denoted by the DfE for guidance to commence on 1st September 2021.

It is **essential** that **all** staff have access to and read Part 1 and Annex A, which provides further information on:

- pupils missing from education
- child sexual exploitation
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

Staff will receive summary updates relating to KCSiE (September 2021) and the revised BHGS CP policy in September 2021

**Link to Keeping Children Safe in Education:**

<https://www.gov.uk/government/publications/keeping-children-safein-education--2>

## **APPENDIX 2**

### **DECLARATION FOR STAFF**

#### **CP POLICY AND KCSiE (2021)**

School name: Bishop's Hatfield Girls' School                      Academic Year: 2021-22

Please sign and return to: Adrian Dudley (DSL)                      by: 22nd October 2021

I, \_\_\_\_\_ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The School's Child Protection Policy
- (2) **Part One OR Annex A (tbc) and Annex B** of 'Keeping Children Safe in Education' DfE Guidance, 2021

I am aware that the DSL/DDSLs are:

Adrian Dudley (DSL) - [adudley@bishophatfield.herts.sch.uk](mailto:adudley@bishophatfield.herts.sch.uk) / 01707 275331 - ext 225

Melissa Jackson (DDSL) - [mjackson@bishophatfield.herts.sch.uk](mailto:mjackson@bishophatfield.herts.sch.uk) / 01707 275331 - ext 247 (currently on maternity leave)

Sarah Alllott (DDSL) - [sallott@bishophatfield.herts.sch.uk](mailto:sallott@bishophatfield.herts.sch.uk) / 01707 275331 - ext 218

Melissa Dayton (DDSL) - [mdayton@bishophatfield.herts.sch.uk](mailto:mdayton@bishophatfield.herts.sch.uk) / 01707 275331 - ext 264

Alf Wood (DDSL) - [awood@bishophatfield.herts.sch.uk](mailto:awood@bishophatfield.herts.sch.uk) / 01707 275331 - ext 242

Simon Lister (DDSL) - [slister@bishophatfield.herts.sch.uk](mailto:slister@bishophatfield.herts.sch.uk) / 01707 275331 - ext.....

Sophy Lawrence (DDSL) - [slawrence@bishophatfield.herts.sch.uk](mailto:slawrence@bishophatfield.herts.sch.uk) / 01707 275331 - ext 263

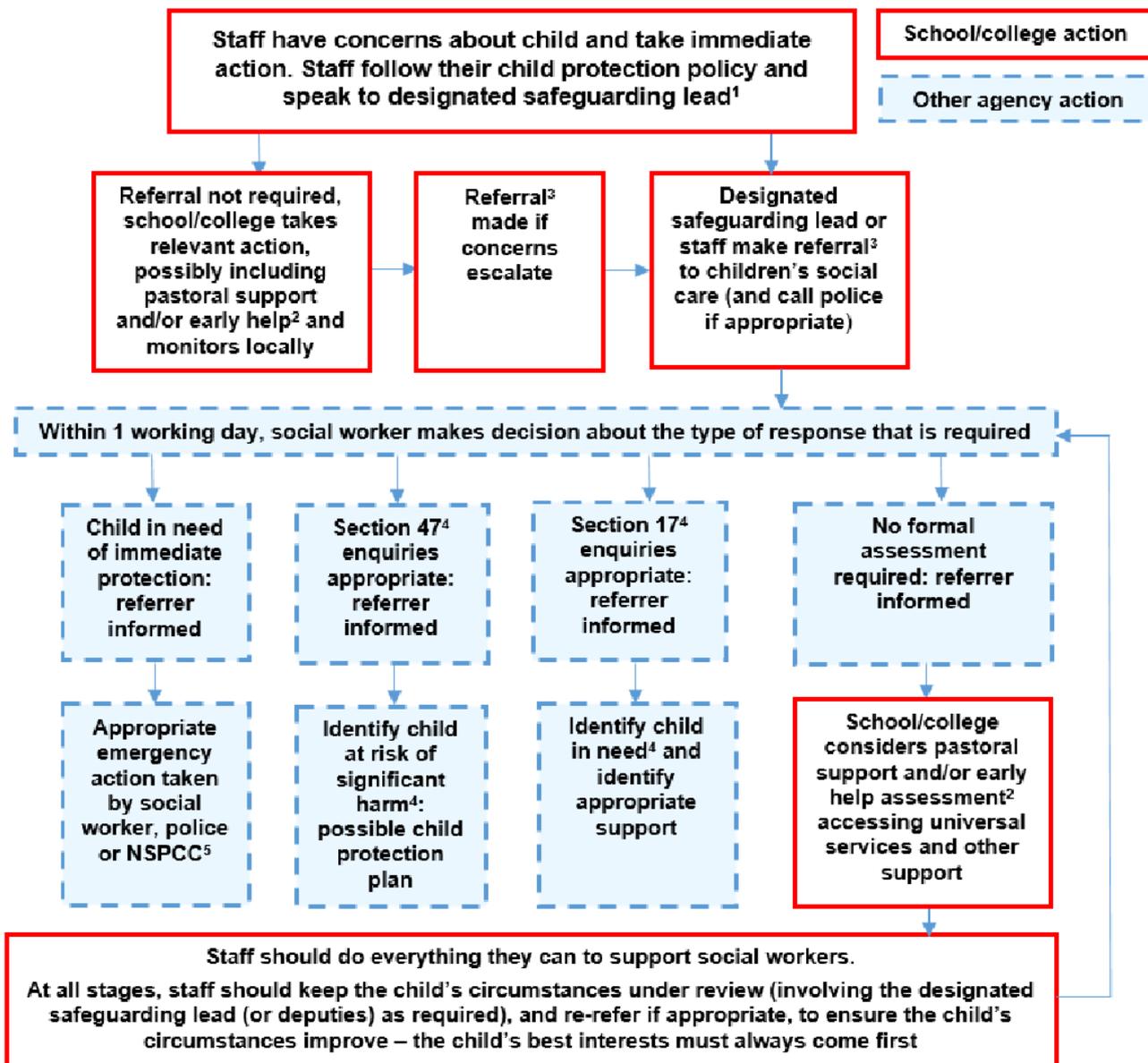
and I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available at:

[Policies](#)

## APPENDIX 3

### ACTIONS WHERE THERE ARE CONCERNS ABOUT A PUPIL



#### **The National Police Chiefs' Council (guidance on when to contact Police directly)**

This advice covers incidents on school premises where a pupil or pupils has or have potentially committed a crime. These incidents include:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences

- Theft
- Weapons

## **APPENDIX 4**

### **OPERATION ENCOMPASS**

#### **Information sharing from Police regarding Domestic Abuse notifications (2<sup>nd</sup> December 2019)**

##### **Operation Encompass Safeguarding Statement:**

- Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.
- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.
- Our parents/carers are fully aware that we are an Operation Encompass school.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- The DSL/DDSL have led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.
- We are aware that we must do nothing that puts the child/ren or the non abusing adult at risk.
- The Safeguarding Governor will report on Operation Encompass in the annual report to Governors. All information is anonymised for these reports.
- The DSL/DDSL has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

## **APPENDIX 5**

### **Ofsted school inspection handbook - September 2021**

This handbook is primarily a guide for inspectors on how to carry out school inspections. However, it is made available to schools and other organisations to ensure that they are informed about the processes and procedures of inspection. It seeks to balance the need for consistency in inspections with the flexibility required to respond to the individual circumstances of each school.

On publication of this Child Protection Policy, September 2021, the CPSLO Service has decided to provide the hyperlink only to the Ofsted School Inspection Handbook rather than the document in its entirety, due to the potential for updates to the content.

[School inspection handbook](#)

## **APPENDIX 6**

### **Sexual violence and sexual harassment between pupils in schools**

This is advice provided by the Department for Education. Its focus is child on child sexual violence and sexual harassment at schools. The advice covers pupils of all ages in the secondary stage and online. For the purposes of this advice, a pupil is anyone under the age of 18. Whilst the focus of the advice is on protecting and supporting pupils, schools should of course protect any adult students and engage with adult social care, support services and the police as required.

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred.

The advice highlights best practice and cross-references other advice, statutory guidance and the legal framework.

It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements.

On publication of this Child Protection Policy, September 2021, the CPSLO Service has decided to provide the hyperlink to the document rather than the document in its entirety, due to the potential for updates to the content.

[Sexual violence and sexual harassment between children in schools and colleges](#)

## **APPENDIX 7**

### **Online Safety Guidance**

On publication of this Child Protection Policy, September 2021, the CPSLO Service has decided to signpost to the document rather than provide the document in its entirety, due to the potential for updates to the content.

Annex D: KCSiE (DfE,2021) for national guidance

Hertfordshire Guidance:

<https://thegrid.org.uk/safeguarding-and-child-protection/online-safety/online-safety-national-guidance>

## **APPENDIX 8**

### **COVID guidance 2021-22**

On publication of this Child Protection Policy, September 2021, the CPSLO Service has decided to provide the hyperlink to the document rather than the document in its entirety, due to the potential for updates to the content.

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

## **APPENDIX 9**

### **GDPR, data protection and Freedom of Information**

If schools subscribe to the Herts for Learning GDPR Toolkit or Enhanced Data Protection Officer Service, schools can contact the service desk for guidance.

Schools can also contact their legal providers.

Further information can be accessed at; <https://ico.org.uk/for-organisations/>

# APPENDIX 10

## INDICATORS OF ABUSE AND NEGLECT



<b>Physical abuse</b>	
<p>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.</p>	
<b>Child</b>	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	Frequently absent from school
Improbable, conflicting explanations for injuries or unexplained injuries	Admission of punishment which appears excessive
Untreated injuries	Fractures
Injuries on parts of body where accidental injury is unlikely	Fabricated or induced illness -
Repeated or multiple injuries	
<b>Parent</b>	<b>Family/environment</b>
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.

Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of 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 over protection 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 cyber bullying), 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, though it may occur alone.

#### Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

#### Parent

#### Family/environment

Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

### 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, for example, 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.

<b>Child</b>	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
<b>Parent</b>	<b>Family/environment</b>
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

### **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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

<b>Child</b>	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying

Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
<b>Parent</b>	<b>Family/environment</b>
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.