



TORAS EMES MANCHESTER

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Child Sexual Exploitation

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Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
25/10/2018	25/10/2019	Rabbi Roberts	Rabbi Simmonds	

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Mental Health Act 2007
- Children and Young Persons Act 2008
- Equality Act 2010
- Mental Health (Discrimination) Act 2013
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2014)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Promoting Children's Mental Health within Early Years and School Settings (DfES)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2015)' as the safety and protection of children is of paramount importance to everyone in this school.

Safeguarding and promoting the welfare of children is best defined as:

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best

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outcomes'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2014))

We understand..... 'Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

(Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (Dfe))

We have a duty to teach pupils how they can protect themselves from sexual exploitation by them making positive choices and informed decisions in their relationships. We need to do this within a school learning environment that promotes healthy friendships and good relationships between pupils and school personnel so that pupils feel confident enough to disclose any concerns they may have.

We have the responsibility to observe the educational, social, behavioural, physical and emotional welfare of all pupils. Therefore, it is our duty to be alert to and to ensure that we act immediately if we believe someone is displaying any of the physical, behavioural or psychological warning signs that may lead to sex exploitation.

We are aware that children are more vulnerable to abuse through sex exploitation if they have experienced sexual abuse, domestic violence, family breakdown, physical abuse, bullying, family members addicted to drugs or alcohol, family members who have mental health problems, looked after in residential care or frequently absent from school.

School personnel will report any pupil causing concern to the designated lead for safeguarding who will take the appropriate action.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment,

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marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To safeguard and promote the welfare of all children and young people.
- To teach pupils how they can protect themselves from sexual exploitation.
- To create a safe learning environment for all pupils and school personnel.
- To ensure the educational, social, behavioural, physical and emotional welfare of all pupils.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- has appointed a senior member of staff to act as the Designated Safeguarding Lead;
- has nominated a governor to liaise with the Designated Safeguarding Lead;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

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- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure good practice is shared throughout the school;
- work closely with the link governor and the Designated Safeguarding Lead;
- create a safe and stimulating learning environment where pupils feel safe and confident to fully participate in lessons and other learning activities;
- ensure that e-safety procedures are very robust and that pupils are taught about online safety skills;
- work with parents to prevent pupils being sexually exploited;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff and governors so that they are well informed about self-harm;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Headteacher and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;
 - understand the assessment process
 - understand the procedures of a child protection case conference and child protection review conference
 - understand the specific needs of children in need
 - understand the specific needs of children with special educational needs and those of young carers
 - have in place a secure and accurate record system of all concerns and referrals
- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in central place;
- inform parents that information is kept on their children;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;

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- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer when the need arises;
- liaise with social care and other agencies;
- record the transfer of all child protection files of any pupil leaving to join another school by keeping the following record:

Date of Transfer	Child's Name	D.o.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date will all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- annually review the policy with the Head.

Role of School Personnel

School personnel must:

- recognise that child protection is their main responsibility;
- treat children's welfare with the utmost importance and sensitivity;
- develop pupils self-confidence and self-esteem;
- attend awareness training that deals with the risk factors, signs and indicators of child sex exploitation;
- teach Social and Emotional Aspects of Learning (SEAL) that will deal with:
 - the importance of healthy relationships and friendships
 - appropriate touch
 - keeping safe
 - recognising and assessing risk
 - knowing how and where to get help when needed
- teach pupils about the risk of online sexual exploitation and the importance of e-safety. Pupils must be taught online safety skills so that they know about:
 - the online risks they may face

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- how to recognise and deal with unsafe online contact
- how to report any concerns they may have to members of the school personnel

- teach about all other aspects of anti-bullying;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- receive basic level 1 training at least once every three years;
- be aware of the name of the Designated Safeguarding Lead;
- be aware of the effects of abuse and neglect on children;
- undertake training on responding to a child;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- report any concerns that they have about pupils who may be vulnerable to radicalisation;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage pupils to assess risks to themselves;
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- be aware of the Safer Recruitment processes and checks;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils must:

- feel safe and protected;
- know how to assess risk to themselves;
- know how to keep themselves safe;
- know how to raise a complaint or concern;
- know and recognise a trusted adult that they can go to and raise their concerns;
- feel supported and protected when they raise a concern;
- be kept informed of any actions that have been taken when they have raised a complaint;
- feel safe from discrimination and bullying;

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- be made aware of the basic safeguarding procedures in school;
- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents are:

- asked to work hard with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our pupils;
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child;
- aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk;
- aware that they will be kept up to date with all our actions.

Parents will be invited to attend safeguarding awareness workshops when their children join the school, annually or when the need arises. In regard to sexual abuse parents will be advised to:

- be aware that the most common form of abuse comes from within the family and it can come from someone who is well-known and trusted in the community;
- talk to their children about sexual abuse in the same way they teach their children about bad behaviour;
- introduce the subject by saying, "I need to talk to you about something which is very important to me.";
- approach conversation in the same way they would teach their children how to play with others and explain where it is correct to touch people;
- not leave it up to teachers to speak to their children about it;
- have simple conversations with their children from the age of five right through to adulthood;
- use opportunities such as at bath-time, walking home from school or in the car to have the first talk;
- avoid scary words so as not to frighten them but to tell them that their body belongs to them, and that they can say no if someone tries to touch them;
- talk to their children about the difference between good and bad secrets;

The Designated Safeguarding Lead:

- will ensure that parents are aware of this policy;
- will respect parents and children's need for privacy;
- will respect families from different backgrounds and cultures as long as it does not put the child at risk;
- when making a referral will share all information with parents unless it places the child at risk.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and end of term newsletters
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Safeguarding and Child Protection
 - Pupil Behaviour and Discipline
 - Anti-Bullying
 - Sex and Relationships
 - E-safety
 - Social and Emotional Aspects of Learning (SEAL)
 - Medical and First Aid
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

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A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:		Date:	
Chair of Governing Body:		Date:	