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VERSION NO:	1	LAST REVISION DATE:	28 September 2021	


Wadeley Academy

OPERATIONAL STANDARD/POLICY

Child Protection and Safeguarding Policy


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DOCUMENT CHANGE RECORD			
Rev	Date	Section(s) of Change	Rescription of Revision
	2021/11/22	Document Creation	

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1 Purpose

The aim of the Wadeley Academy Child Protection Policy is to promote good practice by providing children and young people with appropriate safety and protection whilst in the care of Wadeley Academy and to allow all staff to make informed and confident responses to specific child protection issues.

2 Scope

This procedure applies to all Wadeley Academy staff, parents and students

3 Definitions, Acronyms and Abbreviations


Parent' means:

- The biological parent or guardian of a learner.
- The person legally entitled to custody of a learner; or
- The person who undertakes to fulfil the obligations of a person referred to in paragraphs and towards the learner's education at school.

Abbreviation	Explanation
WA	Wadeley Academy
PR	Principal
VPR	Vice Principal
CT	Class Teacher
P/S	Policy/Standard

4 Responsible for Implementation

HM, VHM and CT

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5 Policy

5.1 Statement



Wadeley Academy (herein after referred to as Wadeley Academy) has a moral and legal obligation to ensure that, when given responsibility for young people, Wadeley Academy staff provide them with the highest possible standard of care. Wadeley Academy is committed to devising and implementing policies so that everyone accepts their responsibilities to safeguard and protect children from harm and abuse. This means following procedures to protect children and report any concerns about their welfare to appropriate staff and authorities. Wadeley Academy is committed to ensuring that:

- The welfare of the child is paramount
- All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have rights in general and in particular the right to protection from all types of abuse. **EVERY CHILD (PERSON) MATTERS**
- All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately
- All staff (paid/unpaid) are covered by this policy and all staff have a responsibility to report concerns to the appropriate person, normally the Designated Safeguarding persons, or Principal.

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- All staff receive appropriate training
- This policy is disseminated to all staff, read by all staff and understood by all staff

Wadeley Academy has a duty of care to safeguard all children from harm. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account. Wadeley Academy will ensure the safety and protection of all children through adherence to the Child Protection guidelines adopted by Wadeley Academy.

A child is defined as a person under the age of 18 (The Children Act 1989). The aim of this policy is to promote good practice, providing children and young people with appropriate safety and protection whilst in the care of Wadeley Academy and to allow staff to make informed and confident responses to specific child protection issues. This policy applies to both real world and online environments.

5.2 The Child’s Rights

Anyone under the age of 18 is legally considered to be a child:


- All children have rights. No one can take away a child’s right to be safe
- All children have a voice
- All children have the right to say ‘no’ if any person tries to do something to them which they feel is wrong.
- All children have the right to be supported against bullies.
- All children must feel they can tell an adult of any incident that frightens or confuses them or makes them unhappy.
- All children must know that if they go to an adult for help, they will be listened to seriously and supported.
- All children have the right to be treated with respect and to be safeguarded from harm

5.3 The Wadeley Academy code of conduct and promoting good practice

Child abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about the appropriate action to take. Abuse can occur within many situations including the home, school and the sporting environment. You will have regular contact with young people and you will play a central role in identifying cases where a student needs protection. **All suspicious cases of poor practice must be reported following the guidelines in this document.**

The Wadeley Academy Code of Conduct

- All staff and responsible adults will promote an atmosphere of tolerance and respect and will actively challenge extremist views that threaten this atmosphere. Staff and responsible adults will promote core Christian values inside of a democracy, the rule of law, individual liberty

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and tolerance of different beliefs and cultures. Staff will report any concerns to the relevant person or the principal.

- All staff and responsible adults need to set standards and to be excellent role models (for example be somebody children can trust, use appropriate language, be punctual, be fair and not to have favorites, give clear instructions, know professional boundaries, be positive, react and respond appropriately to a variety of situations)
- All staff and responsible adults need to have appropriate appearance. Without this young people will not respect you.
- All staff and responsible adults should refrain from smoking, drinking alcohol during school hours or at school related functions and of course refrain from taking any form of illegal drugs.
- All staff and responsible adults should not swear in front of young learners
- All staff and responsible adults should be aware of the correct action to take with regard to arranging transportation for young learners


This Code of Conduct is built upon in the following sections which give examples of good practice and poor practice.

Good Practice

All staff should be encouraged to demonstrate exemplary behaviour in order to promote a child's welfare and reduce the likelihood of allegations being made. The following are common sense examples of how to create a positive culture and climate. **Remember, following good practice can be as much for your benefit as for the student's benefit.**

You should

- Work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets).
- Implement this policy at all times
- Remember, other people may misinterpret your actions, no matter how well intentioned
- Challenge unacceptable attitudes of behavior from other members of staff or students
- Set an example you wish and expect others to follow
- Treat all young people equally, avoiding favorites
- Respect a young person's right to personal privacy
- Make the experience of studying with Wadeley Academy fun and enjoyable: promote fairness, confront and deal with bullying.

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- Treat all young people (including disabled young people) equally, and with respect and dignity.
- Put the welfare of each young person first, before winning or achieving goals.
- Maintain a safe and appropriate distance with young children in your care (E.g. it is not appropriate for staff to have an intimate relationship with a child)
- Avoid unnecessary physical contact with young people.
- Where any form of manual/physical support is required, it should be provided openly and with the consent of the young person.
- Physical contact can be appropriate so long as it is neither intrusive nor disturbing and the young person's consent has been given.
- Keep any physical contact with a child brief and don't touch a child anywhere that would normally be covered by a swimming costume.
- Use the procedure: demonstrate – ask permission – touch if you have to touch a child. E.g. to demonstrate a sporting technique. However, it is always best to avoid touching at all and simply to demonstrate the technique.
- Try to ensure that other students and if possible other staff members or group leaders are present if physical contact is prolonged or sensitive - for example to comfort a crying child, if someone is injured or if you have to separate fighting children.
- Give enthusiastic and constructive feedback rather than negative criticism.
- Recognize the developmental needs and capacity of young people and disabled adults - avoiding excessive training or competition and not pushing them against their will.
- Keep a written record of any injury that occurs, along with the details of any treatment given. This should be recorded in the incident books provided.
- Recognize if a student is developing a 'crush' on you. Do nothing that might be construed as encouraging this. Inform the Principal. Never flirt with a student or make sexually suggestive or provocative comments, even in fun.

Poor practice

It is not always easy to distinguish poor practice from abuse. It is therefore NOT the responsibility of employees to make judgements about whether or not abuse is taking place. It is however their responsibility to identify poor practice and possible abuse and to act if they have concerns about the welfare of the child.

You should not

- Spend time alone with young people away from others.
- Betray a situation of trust permit abusive peer activities (e.g. excessive or cruel initiation ceremonies)

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- Share changing rooms, washrooms, toilets or bedrooms with children. Always warn children before entering these places. Avoid being in these places with children unless absolutely necessary, and pay particular attention to avoid being alone with a child in these places. Always make sure you are there with another member of staff of the correct sex.
- Take young people alone in a car on journeys, however short (unless parental consent has been given).
- Engage in rough, physical or sexually provocative games or contact, including horseplay.
- Engage in inappropriate language with young people – writing, phoning, email or internet.
- Hit, throttle, push, kick or otherwise act aggressively either physically or verbally towards a child even in pretense.
- Take young people to your home where they will be alone with you.
- Allow or engage in any form of inappropriate touching.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments or threats to a child, even in fun.
- Reduce a child to tears as a form of control.
- Fail to act upon and record any allegations made by a child.
- Do things of a personal nature for children or disabled adults, that they can do for themselves
- Invite or allow children to spend time with you alone and unsupervised.

N.B. It may sometimes be necessary for staff to do things of a personal nature for children, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of the child concerned and the group leader. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child to carry out particular activities. **Do not take on the responsibility for tasks for which you are not appropriately trained.**

IF IN DOUBT – REPORT IT!


5.4 Child protection, how to handle a disclosure and how to report suspicions of abuse

Overview

In the event that you cannot contact the Designated Safeguarding Persons you may speak to the Principal, Candice-Leigh Wadeley. You can contact her via the same numbers as above.

Defining Child Abuse

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. Remember **P.E.N.S.**

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Physical Abuse: This is where adults physically hurt or injure a young person e.g. hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, and drowning. Giving young people alcohol or inappropriate drugs would also constitute child abuse.

Emotional Abuse: This is the persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child's emotional development. It may involve telling a young person they are useless, worthless, unloved, and inadequate or valued in terms of only meeting the needs of another person. Emotional abuse may occur when the young person is constantly criticized, given negative feedback, expected to perform at levels that are above their capability. Other forms of emotional abuse could take the form of name calling and bullying. Ill treatment of children, whatever form it takes, will always feature a degree of emotional abuse.

Neglect: This occurs when an adult fails to meet the young person's basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child's health or development. For example, failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, or failing to ensure access to appropriate medical care or treatment. Refusal to give love, affection and attention can also be a form of neglect.


Neglect in sport could occur when a coach does not keep the young person safe, or exposing them to undue cold/heat or unnecessary risk of injury.

Sexual Abuse: This occurs when adults (male and female) use children to meet their own sexual needs, whatever form this may take. Showing young people pornography or talking to them in a sexually explicit manner are also forms of sexual abuse.

Possible Indicators of Abuse

Even for those experienced in working with child abuse, it is not always easy to recognize a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
- An injury for which an explanation seems inconsistent.
- The young person describes what appears to be an abusive act involving them.
- Another young person or adult expresses concern about the welfare of a young person.
- Unexplained changes in a young person's behavior e.g. becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper.
- Inappropriate sexual awareness.

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- Engaging in sexually explicit behavior.
- Nightmares or sleep problems.
- Sudden or unexplained personality changes/mood swings; seems withdrawn, angry, clingy,
- Shows significant changes in eating habits.
- An older child behaving like a younger child, e.g. bedwetting or thumb-sucking ▪ develops fear of particular places or resists being alone with particular child or young person for unknown reasons.
- Shows resistance to routine bathing, toileting or removing clothes even in appropriate situations.
- Play, writing, drawings or dreams include sexual or frightening images.
- Refuses to talk about a secret he/she has with an adult or older child.
- Stomach aches or illness, often with no identifiable reason.
- Leaves clues that seem likely to provoke a discussion about sexual issues ▪ uses new or adult words for body parts; engages in adult-like sexual activities with toys, objects or other children.
- Develops special relationship with older friend that may include unexplained money, gifts or privileges.
- Intentionally harming himself or herself, i.e. drug/alcohol use, cutting, burning, running away,
- Sexual promiscuity.
- Develops physical symptoms, E.g. unexplained soreness, pain or bruises around genital or mouth, Sexually-transmitted disease, pregnancy.

This list is of course not exhaustive.


What to do if you suspect abuse – how to report

We may become aware of possible abuse in various ways. We may see it happening, we may suspect it happening because of signs such as those listed above, it may be reported to us by someone else or directly by the young person affected. In the last of these cases, it is particularly important to respond appropriately.

If you suspect an adult (or another student/child) is a threat to a child in some way tell the Principal or Designated Safeguarding Person immediately. If a student says or indicates that they are being abused, you should use the following guidelines without delay. You must act on allegations made. You cannot ever ignore an allegation or suspicion.

Do:

- Stay calm in the event of an allegation. Don't panic, don't over-react. It is extremely unlikely that the student is in immediate danger.

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- Listen, hear and believe. **DO NOT INTERPRET OR PUT WORDS INTO THE MOUTH OF SOMEONE MAKING AN ALLEGATION.**
- Give time to the person to say what they want.
- Reassure & explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed.
- **Report the allegation or suspicion immediately to the Principal or Designated Safeguarding Person.**

Don't:


- Try to deal with it yourself.
- Gossip with colleagues about what has been said to you.
- Make a child repeat a story unnecessarily.

What the Principal or Designated Safeguarding Person will do

The person handling the disclosure will follow the principle of T.E.D. – Tell me, explain to me, describe to me.

- The Principal or DSP will take a written statement from all parties involved.
- All contact between the child concerned and the alleged abuser should cease with immediate effect.
- The Principal or DSP will speak to the person concerned to advise them of the allegations and advise them that no further contact is permitted.
- The Principal or DSP will take appropriate action which may involve contacting external agencies, contacting agents / parents, suspending the member of staff concerned (or student) pending an investigation.
- If the Principal is the subject of the suspicion/allegation, the initial report must be made to the Designated Safeguarding Persons (DSP), who will decide whether or not to refer the allegation to Social Services and inform other relevant parties.
-

It is not the responsibility of anyone working for Wadeley Academy, in a paid or unpaid capacity, to decide whether or not child abuse has taken place. However there is a responsibility to act on any concerns by reporting these to the Principal or Designated Safeguarding Persons (DSP). Wadeley Academy ensures all staff that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

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Handling a disclosure by a child

Care must be taken to remain calm and to show support to the child throughout the disclosure phase. The following guidelines will help lessen the risk of causing more trauma to the child and/or compromising a criminal investigation during the disclosure phase. Ideally, a child making a disclosure should be taken immediately to the Principal or Designated Safeguarding Person. In the event that this is not immediately possible, these notes will help you in handling the disclosure.

Receive

Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down. Accept what is being said without judgement. Take it seriously.

Reassure


Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously. Don't promise confidentiality -- never agree to keep secrets. You have a duty to report your concerns. Tell the child that you will need to tell some people, but only those whose job it is to protect children. Acknowledge how difficult it must have been to talk. It takes a lot for a child to come forward about abuse.

React

Listen quietly, carefully and patiently. Do not assume anything - don't speculate or jump to conclusions. Do not investigate, interrogate or decide if the child is telling the truth. Remember that an allegation of child abuse may lead to a criminal investigation, so don't do anything that may jeopardize a police investigation. Let the child explain to you in his or her own words what happened, but don't ask leading questions. Do ask open questions like "Is there anything else that you want to tell me?" Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with disabilities and for children whose preferred language is not English. Do not ask the child to repeat what they have told you to another member of staff. Explain what you have to do next and to whom you have to talk. Refer directly to the named Designated Safeguarding Persons (DSP), or designated person in your organization (as set out in this policy). Do not discuss the case with anyone outside the child protection team.

Record (this would be for the Principal or Designated Safeguarding Person)

Make some very brief notes at the time and write them up in detail as soon as possible. Do not destroy your original notes in case they are required by Court. Record the date, time, place, words used by the

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child and how the child appeared to you - be specific. Record the actual words used; including any swear words or slang. Record statements and observable things, not your interpretations or assumptions - keep it factual


What information should be recorded in the formal report?

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The child's name, age and date of birth of the child.
- The child's home address and telephone number.
- Whether or not the person making the report is expressing their own concerns or those of someone else.
- The nature of the allegation. Include dates, times, any special factors and other relevant information.
- Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries. Also, any indirect signs, such as behavioral changes.
- Details of witnesses to the incidents.
- The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
- Have the parents been contacted?
- If so, what has been said?
- Has anyone else been consulted? If so, record details.
- If the child was not the person who reported the incident, has the child been spoken to? If so, what was said?
- Has anyone been alleged to be the abuser? Record details.
- Where possible referral to the police or social services should be confirmed in writing within 24 hours and the name of the contact who took the referral should be recorded.

If you are worried about sharing concerns about abuse with a senior colleague, you can contact social services or the police direct, or the Provincial Commander: family violence, child protection and sexual offences investigation.

All reports will be reported to and recorded by one of the Designated Safeguarding Persons (DSP), or the Principal and kept securely for possible future need.

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Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information will be handled and disseminated on a need to know basis only. This includes the following people:

- The Principal and Directors.
- The parents of the person who is alleged to have been abused.
- The person making the allegation.
- Social services/police.
- The alleged abuser (and parents if the alleged abuser is a child).

Information (e.g. incident reports) will be stored in a secure place with access limited to designated people, (e.g. that information is accurate, regularly updated, relevant and secure).

What can adults do to prevent sexually harmful behavior between children?

- Set and respect physical boundaries.
- Encourage children to also respect themselves and others.
- Demonstrate to children that it is all right to say “no” and that they need to accept “no” from others.
- Stay aware of how children are interacting with one another.
- Talk with children, and listen to what they have to say.
- Set clear guidelines.
- Regularly remind children of other trusted adults whom they can talk to.

Responsibilities and duty to report/handling a disclosure


Duty to report

ALL staff have a duty to report any allegation or suspicion of inappropriate contact with children to line/senior managers. Report any suspicions to the Designated Safeguarding persons or your Principal. All staff (paid or unpaid) have responsibility to follow the guidance laid out in this policy and related policies, and to pass on any welfare concerns using the required procedures. We expect all staff (paid or unpaid) to promote good practice by being an excellent role model, contribute to discussions about safeguarding and to positively involve people in developing safe practices.

Failure to comply

Non-compliance with the policy on contact with students under 18 will result in disciplinary procedures.

Employers have a duty to, and will remove an individual from any activity where there is risk of harm to

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children. Employers have a 'duty to refer' the suspicion or allegation of an individual having inappropriate contact with young people to external authorities where there is risk of harm to children.

Internal enquiries

The Principal and Directors will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries. Irrespective of the findings of the social services or police inquiries, Wadeley Academy will assess all individual cases to decide whether a member of staff can be reinstated and how this can be sensitively handled.

This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, Wadeley Academy will reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Incidents that must be reported/recorded

If any of the following occur you should report this immediately to the Principal or Director of Studies and record the incident. You should also ensure the child's group leaders are informed:

- If you accidentally hurt someone.
- If a student seems distressed in any manner.
- If a child appears to be sexually aroused by your actions.
- If a child misunderstands or misinterprets something you have done.


Handling a disclosure by a child

What should you do if a child comes to you and tells you that they are being abused? It's normal to feel overwhelmed and confused in this situation. Child abuse is a difficult subject that can be hard to accept and even harder to talk about. Children who are abused are often threatened by the perpetrators to keep the abuse a secret. Thus, telling an adult takes a great amount of courage. Children have to contend with a lot of issues, including the fear that no one will believe them. So, care must be taken to remain calm and to show support to the child throughout the disclosure phase. The following guidelines will help lessen the risk of causing more traumas to the child and/or compromising a criminal investigation during the disclosure phase.

5.5 Specific areas of abuse

Child sexual exploitation

Official definition of child sexual exploitation

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Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

This definition of child sexual exploitation was created by the UK National Working Group for Sexually Exploited Children and Young People (NWG) and is used in statutory guidance for England

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs

Child sexual abuse online

When sexual exploitation happens online, young people may be persuaded, or forced, to:


- Send or post sexually explicit images of themselves.
- Take part in sexual activities via a webcam or smartphone.
- Have sexual conversations by text or online.

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the sexual abuse has stopped

Child sexual exploitation in gangs

Sexual exploitation is used in gangs to:

- Exert power and control over members.

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- Initiate young people into the gang.
- Exchange sexual activity for status or protection.
- Entrap rival gang members by exploiting girls and young women.
- Inflict sexual assault as a weapon in conflict.

Girls and young women are frequently forced into sexual activity by gang members who sexually exploits children and young people?

We don't know a great deal about who commits child sexual exploitation. Identifying abusers is difficult because:

- Data often isn't recorded or is inconsistent or incomplete.
- Children and young people often only know their abuser by an alias, nickname or appearance.
- Victims may be passed between abusers and assaulted by multiple perpetrators.
- children and young people are often moved from location to location and abused in each place.
- Young people may be given alcohol or drugs.
- The number of known perpetrators is likely to be far higher than those reported.


People who sexually exploit children are often described as highly manipulative individuals. They exert power over young people through physical violence, emotional blackmail or financial pressure, for example holding them in debt. To maintain control or to distance children and young people from those who may be able to protect them, abusers create or exploit weaknesses such as: To maintain control or to distance children and young people from those who may be able to protect them, abusers create or exploit weaknesses such as:

- being isolated/distant from friends and family.
- disengagement from services such as education or health.
- challenging or criminal behavior.

The focus on manipulation and control has similarities with domestic violence, although more research is needed to establish this link and fully explore motivations for child sexual exploitation

5.6 Safer recruitment

Wadeley Academy recognizes that anyone may have the potential to abuse children in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children in Wadeley Academy. Pre-selection checks include the following:

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CES follows a policy of safer recruitment which means:

- References will include a specific enquiry as to whether there is any impediment to the employee being employed in a situation where s/he will have responsibility for the care of or substantial access to children
- A self-disclosure form about any criminal record and suitability to work with young people must be completed prior to employment
- Staff must provide proof of identity and abode prior to taking up employment with Wadeley Academy
- Any gaps in CVs must be explained satisfactorily

Evidence or disclosure of a criminal record will not necessarily result in a candidate not being appointed to a position. Naturally, the nature of the disclosure will be taken into account and if deemed irrelevant to dealing with young people, the candidate may well be successful if all other employment criteria are met. Such issues will of necessity be dealt with on a case-by-case basis.