



# MARISH ACADEMY TRUST

*'Work to be outstanding,  
Deserve to be outstanding,  
Will be outstanding!'*

## Safeguarding Policy

**Date:** March 2018 (version 7.0)

### **Summary**

All schools have a legal duty to work with other agencies in protecting children from harm and responding proactively to alleged abuse. This policy explains the procedures we follow to keep children safe at Marish Primary School and Willow Primary School.

**Designated Child Protection Officers for the Trust are the Executive Headteacher and the Deputy Headteachers in her absence and the Trust Child Protection Designated Lead, Carol Conlon who is also the Designated Governor.**

**The Local Authority Designated Officer (LADO) for Child Protection is Nichola Johnstone, who can be contacted on**

**01753 474053.**

## Contents

“Every Child Matters” .....	3
Marish Academy Trust Safeguarding Children Statement.....	3
The Health and Safety Policy .....	4
Site security.....	5
Attendance.....	5
Prevent Duty .....	5
Children with Special Educational Needs .....	7
Staff Appointments, Staff Induction and Work Placements .....	7
Induction of Volunteers .....	8
Welcoming Visitors .....	8
Child Protection Policy .....	8
The Design of the Curriculum .....	9
Internet Safety .....	9
Equal opportunities.....	9
Race Equality.....	9
Behaviour policy.....	10
Anti-Bullying Policy .....	10
Photographing and videoing.....	10
Whistle-blowing .....	10
Governing Body Approval .....	11
Appendix 1A.....	12
Appendix 2 - Allegations of Sexual Abuse by Children .....	14

## **“Every Child Matters”**

At Marish Academy Trust, we have a duty to ensure that each child:

- Stays safe
- Is healthy
- Is able to enjoy and achieve
- Is able to achieve economic well-being
- Makes a positive contribution

We embrace these five outcomes and the principles behind them both individually and collaboratively and in all our work with other agencies to safeguard children. In 2010, the government published a guidance document “Working together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” and more recently in July 2014 another document was released: ‘Keeping Children Safe in Education. Marish Academy Trust has used both of these in formulating its own safeguarding policy and practice.

In Appendices 1 and 1A (attached to this policy), we provide a description of what child abuse is, and the procedures for how to respond to it where there are concerns about a child’s safety or welfare or concerns about the actions of a trustee, staff member or volunteer; relevant contact details for children’s services, police, health, the Local Authority Designated Officer (LADO), Child Exploitation Online Protection Centre (CEOP) for E Safety concerns and NSPCC helplines.

## **Marish Academy Trust Safeguarding Children Statement**

All adults associated with Marish Academy Trust have a duty of care to safeguard children, both at school and in the community. This is particularly important in a Local Authority where the LA safeguarding arrangements at Local Authority level have been judged as inadequate twice in recent years.

Therefore, this policy is for everyone; parents, governors, staff and volunteers and we make explicit regularly that anyone can make a referral if they are concerned about the safety of any child. This includes outside of school and any type of referral, including those relating to our Prevent Duty, Child Sexual Exploitation (CSE), Female Genital Mutilation (FSM), as well as general abuse and neglect. It could be a referral concerning a member of staff, a governor or a trustee, because we have to believe that abuse in all its forms, could happen here. That is why the contact details for the LADO are prominently displayed on the front of this policy and the contact details for the Trust safeguarding team are displayed all over both schools.

At Marish Primary Trust the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that our schools provide secure environments in which their children can flourish. We therefore have to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place:

## **The Health and Safety Policy**

Marish Academy Trust has a health and safety policy, which is monitored regularly by the Strategic Board of the Trust. The Executive Headteacher, Associate Headteachers, Academy Leadership Team and the Governors oversee the policy.

Each term, in the Executive Headteacher's report to Governors, there is a section on Health and Safety. The Trust's Executive Lead for Resources and Facilities also reports to the Strategic Board in person on a half termly basis. Any concerns from staff are reported to site management team who will carry out an initial examination, assessing what remedial action needs to take place. Each term there is a fire drill at each Trust school that practices whole-scale evacuation from the buildings. Marish Academy Trust conducts an annual Fire Risk Assessment. There is also a critical incidents plan that details what staff and parents should do in the case of emergencies.

Refer also to Marish Academy Trust Policy for Health and Safety.

## **First Aid**

Marish Academy Trust has put considerable investment and training in to ensure that more staff than required have first aid training. Please see our First Aid policy and Appendix 1 for a complete list of those who have first aid qualifications in Trust schools. There are a number of first aid kits situated around all Trust schools. When a child is unwell, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- For head injuries a 'Head Note' is issued and a parent notified
- If there is any visible mark on a child, i.e. graze, cut, bruise a parent must be notified
- If there is any doubt at all a parent is contacted
- In cases of serious injury or illness an ambulance is called

For matters of an intimate nature staff will always deal with a child with utmost sensitivity and seek parental attendance as soon as possible. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. In rare circumstances the emergency services will be contacted as a matter of urgency before the parent.

Each classroom also contains a basic first aid kit, which is for staff to use on minor injuries and includes protective gloves for staff to use for their own safety.

Please also refer to Marish Academy Trust's Supporting Pupils with Medical Conditions policy, which ensures that all children with medical conditions, in terms of both physical and mental health, are supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential. Parents must sign a consent form so that staff will administer prescribed medicines and, at the discretion of the Executive Headteacher, over the counter medicines. Naturally, parents should consult doctors before giving any form of medication.

Individual Health Plans are put in place for children with complex health needs. Education provision for children who will be away from school for 15 days or more (not necessarily consecutively) because of health needs will be provided in liaison with the Local Authority.

## **Site security**

Marish Academy Trust provides a secure site by ensuring the following guidelines are adhered to:

- Gates are locked throughout the school day between 9am and 3pm.
- All Exit Doors are kept shut to prevent intrusion.
- Visitors must only enter through the main entrance and after signing in at the school office. They should be given a visitor's badge on entry.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children are never allowed to leave school alone during school hours. They must be signed out by the appropriate adult.
- Should a child leave the school premises without permission, Trust protocol states that staff should never chase after a child, but rather to report this circumstance immediately to the school office. Then parents and police will be informed of the circumstances.

## **Attendance**

Excellent attendance is expected of all children, but when children are unwell parents must confirm absence by telephone or email. If there is no such notification the Attendance Officer in school will phone home to ascertain each child's whereabouts (First Day Response). If we get no response, will send two members of staff to visit the family at home to fulfil our duty of care and other legal responsibilities such as notifying the LA of a child missing education without good reason.

Although an Academy Trust, our schools continue to work closely with the Authority's Attendance Improvement officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the Local Authority, the Governing Body and annually to the government and to all parents.

Positive measures are in place to encourage children to attend regularly and punctually and Marish Academy Trust is legally bound to provide the evidence necessary for the Local Authority to take legal action against parents who do not ensure good attendance and punctuality of their children.

## **Prevent Duty**

From 1<sup>st</sup> July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk; they must take action when they observe behaviour of concern.

Marish Academy Trust takes this responsibility very seriously and from now on will include details how we ensure compliance with this duty in both our Child Protection and Safeguarding Policies which are reviewed annually.

**Actions taken to ensure compliance with Prevent Duty:**

- Provide regular training (WRAP workshop based), so that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.
- Develop understanding in the staff team that the Prevent duty is a part of our broader safeguarding duties and that risk of radicalisation, like other risks, may come from within their family or from outside influences.
- Endeavour to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- Providing opportunities for older pupils to debate controversial issues and learn about and how to keep themselves safe from a variety of risks including radicalisation and terrorism.
- Provide opportunities for children and staff to learn about the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- In early years within our schools, we provide learning experiences which assist their personal, social and emotional development and understanding of the world within the statutory framework for the Early Years Foundation Stage Resources.
- Staff are trained to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.
- Work in partnership with multi-agencies such as LSCB, LA Prevent coordinator, police etc.
- Ensure that our children are taught how to keep themselves safe from a variety of risks when using the internet and that use of the internet in school is monitored and secure filters are in place.

## **Multi- agency working**

Given the constantly changing developments in the area of safeguarding, we constantly refer to current safeguarding guidelines such as Keeping Children Safe in education, Children Missing Education, Multi-agency Practice guidelines, Prevent Duty, Female Genital Mutilation guidelines,

Supporting Pupils with medical conditions and Child Sexual Exploitation, all stored behind this policy and on the website. All our staff are trained in these areas regularly and we update our policy in accordance with them. Appendix 1 of this policy provides key contact information and definitions of abuse.

## **Children with Special Educational Needs**

Some children may have Special Educational Needs and may have difficulty in explaining events to an adult. It is important that teachers make other agencies aware of this if this is the case.

### **Child Protection within School**

Marish and Willow Primary Schools have a robust anti-bullying policy which is reviewed bi-annually. The School Council and the children in school helped to write a revised version in 2011. All incidents of suspected bullying must be taken seriously, investigated and parents informed.

Whenever possible we work in partnership with parents to help a child who has been bullying change their behaviour. We also support the victims of bullying, by providing a secure environment and adults they can talk to openly.

According to School Council, Marish and Willow are bully-free zones and we intend to keep them that way, by upholding the three Diamond Rules:

- Show good manners at all times.
- Care for everyone and everything.
- Follow instructions straight away.

In fact, our Simply Behave (Behaviour Plan) provides a framework for our management of all positive and negative behaviour, including bullying. Please refer to the Behaviour Plan, Anti-Bullying Policy, and other related policies.

## **Staff Appointments, Staff Induction and Work Placements**

All staff that are appointed to work in schools have an enhanced criminal records search carried out by the Disclosure and Barring Service, (previously known as a CRB check), before their appointment is confirmed. This search identifies any criminal record or cautions that an individual may have. For all staff posts, the Trust retains the right to request that a repeat disclosure is sought anytime or at least on a three yearly basis. If staff are found to have a criminal record the appointment is reconsidered by the Executive Headteacher and the Schools HR co-operative advisor involved.

The Executive Headteacher and many other Leadership Team members and governors have undertaken NCSL or CWDC approved training on Safer Recruitment. New staff are inducted into safeguarding practices and ECM (Every Child Matters) routines by our Safeguarding Champion. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school, but especially the safeguarding of children.

Please refer also to Marish Academy Trust Policies for Recruitment and Retention Induction and Rehabilitation of Offenders

## **Induction of Volunteers**

All volunteers must also have clearance from the Disclosure and Barring Service. A full enhanced, CRB search will be conducted by Schools HR co-operative, the Academy Trust's HR provider and returned to the Trust HR manager. Additionally, all volunteers receive safeguarding awareness training from the safe guarding champion or other suitably qualified staff.

## **Welcoming Visitors**

It is assumed that visitors with a professional role, i.e. the School Nurse or members of the police already have relevant clearance, but the office staff will check this before admittance is granted. Identification is recorded and a note made of anyone entering without CRB clearance as such individuals will need continual supervision. (See also Site Security in the Health and Safety Policy).

Slough Borough Council centrally employed staff who have direct involvement with children are issued with an identity badge. All visitors to schools are shown a safeguarding statement (see Appendix B) on arrival which draws their attention to their safeguarding responsibilities whilst in school and reminds them of the Trust's paramount duty of care towards children.

## **Child Protection Policy**

The designated adult for Child Protection, along with the Executive Headteacher and the Associate Headteacher, is Carol Conlon, who is also the designated governor. They are supported by 7 further staff members who have received Child Protection Level 3 training and 5 members of staff with Level 2 training. All school staff have level 1 training and this kept up to date by inviting an external trainer in on a biannual basis to deliver training to all new staff. In each Associate Headteacher's report to governors there is an update on safeguarding training.

It is the Governing Body's duty to ensure the Child Protection and Safeguarding policies are reviewed annually to reflect current practice and any deficiencies within the policy addressed immediately. This is timetabled each spring for the safeguarding policy and each summer term for the Child Protection Policy. Additionally, we review our safeguarding and child protection practice at a workshop on the Inset day each September.

Marish Academy Trust follows the DfE guidelines which assert that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment. All staff receive Positive Handling/Team Teach training.

All allegations of abuse by or complaints about staff will be dealt with following the Local Safeguarding Board procedures. For any complaints about the Executive Headteacher the Chair of Governors should be contacted directly.



## **The Design of the Curriculum**

The curriculum deals with safeguarding in two ways. Firstly, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Associate Headteacher. Visiting speakers, with correct clearance are always welcome into our schools so that they can give specialist knowledge to the children.

Staff should note that in accordance with safeguarding best practice and our own Trust Mobile Phone Policy, mobile phones should not be used to take photographs or videos of children, including on school trips.

## **Internet Safety**

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Parents are asked to agree to their child using the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen.

All staff have received training within E Safety and pupils have had assemblies highlighting dangers and misuse of the internet. From time to time The Trust runs an internet safety workshop for parents. If staff know of misuse, either by a teacher or child the issue should be reported to a member of the Academy Leadership Team without delay. As Child Protection Officer the Executive Headteacher has overall responsibility for internet safety.

Please refer also to Marish Academy Trust Policy for E Safety.

## **Equal opportunities**

Within the Trust's aims there is a statement for equal opportunities which asserts: "we value every child equally, irrespective of their ability, background, gender or race." Children with disabilities must be able to take a full and active part in every lesson and every measure is taken to ensure this, at Marish Academy Trust.

## **Race Equality**

At Marish Academy Trust we have an Equality Policy as well as an Equal Opportunities policy. We want our children to be prepared for an ethnically diverse society. The schools will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated, then the Trust welcomes and values a response. Racism is tackled in both the RE and in the PSHE curricula.

The children take part in discussions designed to raise awareness and address prejudices. From time to time visitors work with the children also. All racist incidents are reported to the Local Authority and Governing Body on a termly basis.

Refer also to Marish Academy Trust Equality Policy and Equal Opportunities Policy

## **Behaviour policy**

Please see attached Appendix A which contains Marish Primary Trust's Behaviour Plan and Policy, 'Simply Behave'.

All members of staff are trained in Positive Handling or Team Teach safe restraint techniques so that they do not harm either themselves or others.

## **Anti-Bullying Policy**

Bullying is defined at Marish Academy Trust as: 'deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those who are being bullied to defend themselves'. The three main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, racist remarks); indirect (spreading rumours, excluding someone from social groups, cyber bullying). Bullying is not simply two children falling out with each other.

The Trust's response to this is unequivocal. Adults must be informed immediately and action will take place. Children are told that silence is the bully's best friend. Although bullying within the Trust is rare, the schools will always act swiftly with a process of investigation, communication and action. Bullies will not be tolerated. There is a more detailed Anti-Bullying Policy which includes an Appendix written by school council and other children. Please see this for further details.

## **Photographing and videoing**

There has been a lot of controversy about adults photographing and filming young people. These concerns are genuine, however Marish Academy Trust has taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

- Parents consent to Trust schools taking photographs by signing a permission slip.
- School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.
- Parents taking photographs during school events such as concerts and sports days, consent to taking photographs by signing a permission slip and this states that all photo/moving image will be for private use only and shared amongst family.

## **Whistle-blowing**

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the

necessary degree of confidentiality. Please also refer to Marish Academy Trust's current Whistle-blowing Policy.

## **Governing Body Approval**

This policy is reviewed by all staff and governors and approved by the Strategic Board once annually.

<b>Version</b>	<b>Approved</b>	<b>Next Review</b>
1.0	February 2013	January 2013
2.0	February 2014	January 2015
3.0	February 2015	January 2016
4.0	February 2016	January 2017
5.0	May 2016	March 2017
6.0	March 2018	February 2019
7.0	February 2019	January 2019

## Appendix 1A

### Definition of abuse

A form of maltreatment of a child. Somebody, women or men may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children including siblings.

More specifically abuse falls into five broad categories, which may be present altogether or singularly or in any combination in any one case. These are: neglect, physical abuse, emotional abuse, sexual abuse and complex/organised.

### Neglect

Neglect is 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 and development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once the child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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-takers;
- Ensure access appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. It may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. This unusual and potentially dangerous form of abuse is described as fabricated or induced illness in a child.

### Sexual Abuse

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 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 (including via the Internet). Sexual Abuse is not solely perpetrated by adult males. Women can also commit acts of Sexual Abuse, as can their children.

Child Sexual Abuse includes:

- Rape, vaginal, anal or oral penetration committed by a male on a female or male without consent (this is the only sexual offence that can be committed exclusively by a man, as the penetration must be by a penis);
- Sexual assault by penetration: penetration of the vagina or anus with a part of the body or anything else (this is a new offence that replaces indecent assault and recognises the seriousness of penetration);
- Sexual assault: touching a person sexually without consent (this also replaces the offence of indecent assault and covers non-penetrative touching of a victim and would include fondling, masturbation, digital penetration and oral genital contact);
- Sexual activity with a child: a person 18 or over intentionally sexually touching a child under 16 (this offence replaces the offences of indecent assault and unlawful sexual intercourse - a separate offence deals with the situation where both persons involved are under 18 and reduces the penalty); these offences include situations where there is consent between the parties; where this consent exists, and the parties are of a similar age, it is not anticipated that any criminal proceedings will take place;
- Causing or inciting a child to engage in sexual activity: a person aged 18 or over making a child under 16 commit a sexual act on another person (including making a child touch the offender);
- Other forms of sexual activity e.g. taking indecent photographs of children or exposing children to abusive images of children.

## **Emotional Abuse**

Emotional abuse involves the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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.

## **Complex (Organised and Multiple) Abuse, including County Lines**

Complex (organised or multiple) abuse may be defined as abuse involving one or more abusers and number of children (related or non-related). The abusers concerned may be acting in concert to abuse a child or children, or may be acting in isolation. One or more of the adults involved may be using an institutional framework or position of authority to recruit children for abuse.

County lines, which is the organised criminal distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people.

## Appendix 2 - Allegations of Sexual Abuse by Children

### Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

**Abusive sexual activity** included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

- Consent – agreement including all the following:

- \*Understanding that is proposed based on age, maturity, development level, functioning and experience*

- \*Knowledge of society’s standards for what is being proposed*

- \*Awareness of potential consequences and alternatives*

- \*Assumption that agreements or disagreements will be respected equally*

- \*Voluntary decision*

- \*Mental competence*

- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children, the above information should be used only as a guide.