

Child Protection and Safeguarding Policy

Peel Hall Primary School

School details:

Governors Committee Responsible: Health and Safety Committee

Governor Lead: Mrs S.J. Harvey

Nominated Lead Member of Staff: Mr M.D. Hallam

Designated Child Protection Officers: Mr M.D. Hallam
Miss J Brownlee

Status and Review Cycle: Statutory, Annual

Next Review Date: July 2017

1. Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and 2011; the Safeguarding Vulnerable Groups Act 2006 as amended; and the Counter Terrorism and Security Act 2015, and in line with government publications: 'Working Together to Safeguard Children' 2015, 'What to do if You are Worried a Child is Being Abused' 2015 and "The Prevent Duty: Departmental advice for schools and childcare providers" June 2015. The guidance reflects, 'Keeping Children Safe in Education' 2016 and 'Guidance for safer working practice for those working with children and young people in education settings' 2015, Safer Recruitment Consortium.

1.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 and 2011 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support these children suffering from harm.

1.3 We recognise that all adults, including temporary staff¹, volunteers and Governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.4 All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of any child.

1.5 The aims of the policy are:

1.5.1 To support the child's development in ways that will foster security, confidence and independence.

1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children, etc and Governors.

1.5.3 To raise awareness of all teaching and non-teaching staff of the need to possible cases of abuse (See Appendices 1 and 2)

1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

1.5.5 To emphasise the need for good levels of communication between all members of staff.

1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², a Prohibition from Teaching check, and a central record is kept for audit.

2. Safe School, Safe Staff

2.1 We will ensure that:

2.1.1 All members of the Governing Body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child protection Policy with a staff behaviour code policy.
- the school operates safer recruitment procedures by ensuring that there is at least one person on the recruitment panel that has completed Safer Recruitment Training.
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- two Senior Leaders are the Designated Child Protections Officers (DCPO) with responsibility.
- on appointment, the DCPOs undertake interagency training and also undertake DCPO 'new to role', yearly updates and training every two years.
- all other staff have Safeguarding training on an annual basis.
- any weaknesses in Child Protection are remedied immediately.
- a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse being made against the Headteacher.
- Child Protection policies and procedures are reviewed annually and that the Child Protection Policy is available on the school website or by other means.
- the Governing Body considers how children are being taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal, social health and economic education (PSHE) and through sex and relationship education (SRE) and through assemblies.

2.1.2 The Lead DCPOs, Mr M.D. Hallam and Miss J. Brownlee, are members of the Senior Leadership Team.

2.1.3 The DCPOs who are involved in recruitment and at least one member of the Governing Body will also complete safer recruitment training to be renewed every five years.

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.

2.1.5 All members of staff are trained in and receive regular updates in E-Safety and reporting concerns.

2.1.6 All other staff and Governors have child protection awareness training, updated by the DCPO as appropriate, to maintain their understanding of the signs and indicators of abuse.

2.1.7 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook.

2.1.8 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

2.1.9 Community users organising activities for children are aware of the school's child protection guidelines and procedures.

2.1.10 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO³ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁴ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

2.2 Our procedures will be regularly reviewed and updated.

2.3 The name of the designated members of staff for Child Protection, the DCPOs, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

2.4 All new members of staff will be given a copy of our safeguarding statement, and Child Protection Policy, with the DCPOs' names clearly displayed, as part of their induction into the school.

2.5 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/ newsletter/website.

2.6 Our school has an E-Learning Policy that recognises that E-Safety is a safeguarding issue and not an ICT issue. The internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children and young people with quality, safe access as part of their learning experience.

2.7 Our school policy on Tackling Extremism and Preventing Radicalisation is set out in a separate document and acknowledges how our school seeks to protect its pupils and staff from messages and forms of violent extremism and ideologies including those linked to, but not restricted to, the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist Paramilitary groups and extremist Animal Rights groups. Our school is clear that

³ LADO Local Authority Designated Officer for allegations against staff.

⁴ Contact the LADO for guidance in any case.

exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

3. Responsibilities

3.1 The designated DCPOs are responsible for:

3.1.1 Referring a child if there are concerns about possible abuse to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Safeguarding Children Referral Form (Appendix 5).

3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.

3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, and are copied on to the child's next school or college.

3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.

3.1.5 Ensure that the school's actions are in line with the MCSB Safeguarding Inter-Agency procedures⁵.

3.1.6 Liaising with other agencies and professionals.

3.1.7 Liaising with the Virtual School Headteacher regarding any Looked After Children (LAC) on role, sharing Personal Education Plans (PEPS) and allocation of Pupil Premium funding.

3.1.8 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

3.1.9 Ensuring that any pupil currently with a Child Protection Plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.

3.1.10 Organising child protection induction, and update training annually, for all school staff.

3.1.11 Providing, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DCPO, and by all staff and governors; number and type of incidents/cases, and the number of children on the child protection register (anonymised).

3.2 The Virtual School Headteacher is responsible for promoting the educational achievement of all the children looked after by the Local Authority, managing Pupil Premium funding and allocating it to schools.

4. Supporting Children

4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

⁵ Guidance on these procedures may be found on the MSCB website at manchesterscb.org.uk

4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.4 Our school will support all children by:

4.4.1 Encouraging self-esteem and self-assertiveness through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

4.4.2 Promoting a caring, safe and positive environment within the school.

4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.4.4 Notifying Social Care as soon as there is a significant concern. Referrals will be carried out immediately if a child is believed to be in immediate danger or at risk of significant harm. Harm is the ill treatment or the impairment of the health or development of a child. It is determined significant by comparing a child's health and development with what might be reasonably expected of a similar child.

4.4.5 A referral to Social Care can be made by any member of staff if they feel that the DCPO has not taken appropriate action to safeguard a child following a raising of concern or disclosure.

4.4.6 Where a concern has been raised but it does not warrant a referral to Social Care records will be kept, by the DCPOs, detailing the concerns and may be used if further concerns are raised as evidence of neglect or abuse.

4.4.6 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

4.4.7 Liaising with parents. This is a priority for the school to maintain good relationships. Parents will always be kept informed when a referral to Social Care needs to be made, except when to do so would put the child at risk of significant harm or may affect the outcome of a criminal investigation.

5. Early Help

5.1 When there are early indications that things are not going well, Early Help is about engaging a child, young person, parent or family in a conversation about how to get things going well again.

5.2 The approach is to have a holistic and strengths-based conversation by discussing all aspects of life and the whole family situation.

5.3 An Early Help Assessment form is used to record the conversation held and can be used for the whole family. The Assessment is used to assess a person's readiness to change and personal responsibility.

5.4 The Early Help Assessment is used to co-ordinate support from different agencies as part of the agreed plan.

6. Confidentiality

6.1 We recognise that all matters relating to child protection are confidential.

6.2 The Headteacher or DCPOs will disclose any information about a child to other members of staff on a need to know basis only.

6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.4 All staff must be aware that they can not promise a child to keep secrets which might compromise the child's safety and wellbeing.

6.5 We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Manchester Social Services contact centre.

7. Supporting Staff

7.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

7.2 We will support staff by providing an opportunity to talk through their anxieties with the DCPOs and to seek further support as appropriate.

8. Allegations Against Staff

8.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

8.2 All staff should be aware of guidance on behaviour issues, and the school's own Behaviour Management Policy.

8.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

8.4 We understand that a pupil may make an allegation against a member of staff.

8.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

8.6 The Headteacher on all such conditions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

8.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.

8.8 The school will follow the Local procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

8.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the headteacher will seek the advice the advice of the LADO and Personnel Consultant in making this decision.

8.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.

9. Whistle-blowing

9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

9.2 All staff should be made aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy. The NSPCC Whistleblowing helpline number is 0800 028 0285.

9.3 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff from the school office.

10. Physical Intervention

10.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.2 Such events should be recorded and signed by a witness.

10.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.

10.4 We understand that physical intervention of a nature which causes injury or distress to child may be considered under child protection or disciplinary procedures.

10.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

11. Anti-Bullying

11.1 Our school policy on Anti-Bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We send a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We keep a record of bullying incidents.

12. Racist Incidents

12.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents, which are reported to the Governing Body and LA.

13. Prevention

13.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2 The school community will therefore:

13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

13.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in Anti-Bullying week, asking children to report whether they have had happy/sad playtimes/ lunchtimes.

13.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

13.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

13.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

14. Health and Safety

14.1 Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to Internet use, and when away from the school and when undertaking school trips and visits.

15. Monitoring and Evaluation

Our Child Protection Policy and procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT and Governing Body to monitor
- Logs of welfare concerns for DCPOs to monitor
- Review of parental concerns and parent questionnaires

This policy also links to the following policies:

- Administration of Medicines Policy
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Drug and Alcohol Education Policy
- E-Safety Policy
- First Aid Policy
- Health and Safety Policy
- Racial Equality Policy
- Restraint and Violence Policy
- Sex and Relationship Education Policy
- Special Educational Needs Policy
- Tackling Extremism and Preventing Radicalisation Policy
- Whistle Blowing Policy

Appendices

Appendix 1: Recognising signs of child abuse

Appendix 2: Forced Marriage, Honour-Based Violence and Female Genital Mutilation

Appendix 3: Recognising the Signs of Extremism

Appendix 4: Protecting children with Special Educational Needs and Disabilities from Abuse

Appendix 5: Record of training

Appendix 6: Safeguarding Children Referral Form

Signed (Headteacher) - *Mr M.D.Hallam*

Signed (Chair of Governors) - **CLLr H.Barrett**

Date 13-7-16

APPENDIX ONE

Recognising the Signs of Abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect
- Peer on Peer Abuse

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- significant change in behaviour
- extreme anger or sadness
- aggressive and attention-seeking behaviour
- suspicious bruises with unsatisfactory explanations
- lack of self-esteem
- self-injury
- depression
- age inappropriate sexual behaviour
- Child Sexual Exploitation

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with Designated Child Protection Officer, or in the absence of all those individuals, an experienced colleague.
- Must require consultation with and/or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent(s)
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/ low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in Domestic Abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” an dif ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe(s) indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bites are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require an experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of a 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 and young people 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 and young people 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 or young person 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 it 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 gain 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 the sexual behaviour of children and young people, the above information should one be used as a guide.

Recognising Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity

- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts of gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated or fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police record
- involved in gangs, gang fight, gang membership
- injuries from physical assault, physical restraint, sexual assault

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents and carers to meet the basic essential needs, e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Recognising Peer on Peer Abuse (Children and Young People who Abuse Others)

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child

protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

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

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to Physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

Particular difficulties arise in responding to a child or young person who abuses another child because:

- there is no clear dividing line between abusive behaviour and normal childhood behaviour;
- many adults who abuse children repeatedly established this pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again; and
- some young people who abuse have themselves been abused, but this cannot be assumed in any particular case.

The guiding principles for dealing with these situations are:

- the needs of the victim and the needs of the alleged perpetrator must be considered separately;
- in addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children;
- children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- the alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;
- there should be a co-ordinated approach by child welfare, youth offending, education and health agencies. No agency should start a course of action that has implications for any other agency without appropriate consultation.

APPENDIX TWO

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Honour-Based Violence

What is Honour-Based Crime?

'Honour-based violence' or 'honour-based crime' is intended to 'protect or defend family honour' by preventing and punishing a person's violations of family or community 'norms'. According to the Metropolitan Police Service, an honour-based crime might be committed against someone who:

- becomes involved with a boyfriend or girlfriend from a different culture or religion;
- wants to get out of an arranged marriage;
- wants to get out of a forced marriage;
- wears clothes or takes part in activities that might not be considered traditional within a particular culture.

Honour-based crimes may or may not involve violence. According to the Metropolitan Police Service, an honour-based crime is not necessarily violent, and can include:

- personal attacks of any kind, including physical and sexual violence;
- forced marriage;
- forced repatriation (sending someone back to a country from which they originate without their consent);
- written or verbal threats or insults;
- threatening or abusive phone calls, emails and instant messages.

Honour-based crimes are perpetrated against a member of a family or community, usually by other members of the family or community. According to the Crown Prosecution Service's guidance, this kind of crime is usually committed by male family members against women within the family network. In addition, the honour-based violence usually occurs in a domestic setting, and therefore the legislation, guidance and policies regarding domestic or intimate partner violence are relevant, as discussed further below.

Honour-based crimes always constitute an abuse of human rights and there is no legal justification for them. Such crimes take place around the world, and are motivated by tradition and culture rather than justified or required by any religion. Honour-based crime is carried out to 'defend' or 'protection' family honour, as described above and perceived dishonour can be brought on a family in a number of ways. In the UK, one of the most common 'justifications' for honour crimes is the refusal to enter into a forced or arranged marriage or leaving an unhappy marriage.

Other reasons that a family may give to 'justify' or explain why an honour-based crime has occurred are:

- To control unwanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual or transgender);
- As a response to family, community or peer group pressure;
- Strengthening family links;
- Protecting perceived cultural and/or religious ideals;
- Preventing unsuitable relationships;

- Assisting claims for residence and citizenship in the UK;
- Perceived immoral behaviour, including:
- Inappropriate make-up or dress
- Possession and/or use of a mobile phone
- Kissing or showing any other forms of intimacy in public
- Rejecting a forced marriage
- Being a victim of rape or other serious sexual assault
- Inter-faith relationships, and
- Seeking a divorce

Identifying risk factors for Honour-Based Crimes

Practitioners working with children in communities in which the practice of forced marriage and/or honour-based crime is known to take place, they must be aware of the possibility that a child or young person, in particular a girl or young woman, may be at risk of being a victim of honour-based crime. This section provides a list of some potential indicators and risk factors which practitioners should be aware of.

The warning signs of honour-based crime may be linked to forced marriage. Risk factors of forced marriage can include, but are not limited to:

- a history of older siblings leaving education early and marrying early;
- depressive behaviour including self-harming and attempted suicide;
- unreasonable restrictions such as being kept at home by their parents (“house arrest”) or being unable to complete their education;
- unexpected/extended absence during term time for a holiday or to visit sick relatives; removed from education during term time and/or not returned after the holiday period; and
- a person always being accompanied including to school and doctors appointments.

The causes and manifestations of honour based crimes are varied so this makes it difficult to spot risk factors. In the UK, some honour based crime is related to forced marriage so frontline practitioners should be particularly vigilant regarding risk factors surrounding this.

The Role of the Education Professionals

School teachers and others working in the education setting are well-placed to identify a child at risk of Forced Marriage which is sometimes linked to honour based violence and therefore potential honour based crimes, in particular as in many cases the practice is carried out abroad during school holidays.

How are Honour-Based Crimes a Child Protection Issue?

Honour-based crimes are a child protection issue when they affect a child or young person, and statistics and research shows that often, such crimes do affect children and young people. Given the strong intersection between forced marriage and honour-based crimes, there is reason to believe that children and young people in the UK may be victims of honour-based crimes, making it a child protection issue as well as a violence against women issue.

The effects of honour-based crimes on children and young people should not be underestimated, and practitioners should be aware that young victims may be trapped in abusive and harmful situations with no ability to seek help or escape. It is also highly likely that there is significant under-reporting of honour-based crimes as many victims may be fearful or apprehensive of implicating their family and community members. According to the Crown Prosecution Service (CPS), children and young people in such situations may face forced marriage, rape, physical assaults, kidnapping, threats of violence (including murder), female genital mutilation, or witnessing violence directed towards a sibling or another family member. Honour-based crimes are therefore very clearly a child protection issue, and it is imperative that practitioners are aware of this form of crime and those who may be at risk of being victims.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Four types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minor

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scrapping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Under the Serious Crime Act 2015 schools in England and Wales now have a duty to report any 'known' cases of FGM to the police. If a child under the age of 18 years of age reports that an act of FGM has been carried out on her then a report must be made to the police as soon as possible, to ensure that a proper investigation can take place. The duty does not require professionals to report 'suspected' cases of FGM or when they think that a girl may be at risk.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea, as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems

- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' Rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges take action **without delay**.

Recognising the Signs of Extremism

Definitions

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. This could involve a person having their vulnerabilities or susceptibilities exploited towards terrorism or crime, most often by a third party with their own agenda.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify

- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others
- use of extremist language

APPENDIX FOUR

Protecting Children with Special Educational Needs from Abuse

(Based on Findings from NSPCC Report 2014)

Children with special educational needs and those with disabilities are at an increased risk of being abused compared with their non-disabled peers. They are also less likely to receive the protection and support they need when they have been abused.

What we know about what puts disabled children at risk

Factors that increase risk and lessen protection for disabled children include:

- attitudes and assumptions – e.g. a reluctance to believe disabled children are abused; minimising the impact of abuse; and attributing indicators of abuse to the child's impairment
- barriers to the disabled child and their family accessing support services
- issues related to a child's specific impairment – e.g. dependency on a number of carers for personal or intimate care; impaired capacity to resist/avoid abuse, difficulties in communicating; and an inability to understand what is happening or to seek help
- limited opportunities for disabled children to seek help from someone else
- a lack of professional skills, expertise and confidence in identifying child protection concerns and the lack of an effective child protection response.

What we know about disabled children's experiences of abuse

Research suggests that:

- disabled children are at a greater risk of physical, sexual and emotional abuse and neglect than non-disabled children
- disabled children at greatest risk of abuse are those with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.
- disabled children in residential care face particular risks
- bullying is a feature in the lives of many disabled children.

What might help improve the protection of disabled children

Research has identified a number of activities that can help to protect disabled children. These include:

- personal safety skills activities, including sex and relationships education, that raise disabled children's awareness of abuse and ability to seek help
- peer support, which can have a beneficial effect on reducing bullying and enabling children to explore issues and make decisions.
- creative therapies, which can provide children with opportunities to express themselves through indirect and non-verbal means.

How else we can improve protection for disabled children?

We need to share and build on existing knowledge and good practice and work together towards ensuring equal protection for disabled children. There is a need:

- to develop a wider and deeper evidence base to help us better understand the vulnerability of disabled children to abuse and how they can be protected.
- to raise awareness about the abuse of disabled children and challenge attitudes and assumptions that act as barriers to protection
- to promote safe and accessible services
- to raise disabled children's awareness of abuse and ability to seek help including access to personal safety skills training
- for agencies to build on good practice and measures already in place that help ensure the effective delivery of child protection and criminal justice services for disabled children.

APPENDIX FIVE

Record of Training Attended

Date	Training Attended	Attended by
12/10/15	Tackling Extremism and Prevent Duty Training - Success in Schools	Mr M Hallam Miss J Brownlee
2/11/15	Tackling Extremism and Prevent Duty Training - disseminated by J Brownlee	Mrs N Smith Mrs F Romagnoli Miss L Richardson Mrs J Carter Mrs M Ahmed Mr D Collins Miss L Thomas Mr A Smith Mrs D Milarvie Mrs D Robinson Mrs C Linney
November 2015	Tackling Extremism and Prevent Duty Training - disseminated by J Brownlee	Mrs A Porteous Mrs T Walsh Miss J Polack Mrs R Foster Mrs S Gannon Mrs J Toner Mrs S Ainsworth Mrs J Kendal Mrs P Wagster Mrs N Raynes Mr R Jacob Miss H Fairclough
9/2/16	Keeping Children Safe in Education; Level 3 Training for Designated Safeguarding Leads - One Education	Mr M Hallam Miss J Brownlee
12/5/16	Safer Recruitment	Miss J Brownlee