

Clewer Green CE Aided First School

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Headteacher: Mr M Tinsley



'Inspiring Children'

Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

'I can do all things through him who strengthens me'

Philippians 4:13

CHILD PROTECTION POLICY

THIS POLICY **MUST BE READ IN CONJUNCTION WITH OUR OTHER SAFEGUARDING POLICIES**
and our **SAFEGUARDING – CHILD PROTECTION COVID-19 ADDENDUM.**

It must also be read in conjunction with our **SEND Policy**

Aim

Our aim, in line with our distinctively Christian values, is for every child to have the support that they need, and by example and direct teaching, promote a Christian ethos within the school whilst recognising that not all of its members will be practising Christians.

Introduction

- 1.1 The Governing Board of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority.
- 1.2 The Governing Board understands, takes seriously and fulfils its safeguarding responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children;
- 1.3 Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"
- 1.4 We recognise that all staff 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. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- 1.5 We believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.6 This policy has been developed in accordance with the principles established by the Children Act 2013; and in line with the following:

'Working Together to Safeguard Children' 2018

'Keeping Children Safe in Education' 2021

'Berkshire Local Safeguarding Children Boards (LSCB) Child Protection Procedures' 2018

Section 3 of the 'Statutory framework for the early years foundation stage' 2020

1.7 The aims of this policy are:

- To ensure that **all** staff must be aware of systems within Clewer Green which support safeguarding and these must be explained to them as part of staff induction. This will include online safety as set out in our E-Safety Policy (KCSIE September 2021)
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- 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 plans for those children
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.
- To ensure that any signs of Physical, Emotional, Sexual Abuse and Neglect are brought to the attention of the Designated Safeguarding Lead.

Procedures

- 2.1 We have a Designated Safeguarding Lead for Child Protection who is a member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our Designated Safeguarding Lead will update their training with LA approved training every two years. Currently this is the Headteacher Mr Martin Tinsley. A case manager (the headteacher) will lead any investigation.
- 2.2 We have two members of staff who will act in the Designated Safeguarding Lead's absence who has also received training for the role of Designated Safeguarding Lead, and who will have been briefed in the role. In the absence of The Designated Safeguarding Lead, the Deputy Headteacher (Mrs Karon Branch) and a member of the SLT (Mrs Sam Collinson Jones) will assume this role.
- 2.3 All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 2.4 All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and contact details of the Designated Safeguarding Lead and have these explained, as part of their induction into the school. Our eight Safeguarding policies will be part of our Induction Pack for new members of staff and for parents of new children. They include:
 - Safeguarding – Peer on Peer Abuse Policy
 - Safeguarding – Positive Relationships and Behaviour Policy
 - Safeguarding – Child Protection Policy
 - Safeguarding – Anti Bullying Policy
 - Safeguarding – E-safety Policy
 - Safeguarding – Children Missing in Education
 - Safeguarding – Safer Recruitment
 - Safeguarding Statement
 - Staff Behaviour Policy (Code of Conduct)

- Role of the Designated Safeguarding Lead (including the identity of the designated safeguarding lead and any deputies).

- 2.5 The Local Safeguarding Children Board's 'Safeguarding Children Cue Card' will be displayed in each Class Room and shared with all adults in the school.
- 2.6 All members of staff and governors are provided with opportunities at least every three years to receive training arranged or delivered by the Designated Safeguarding Lead in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- 2.7 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement. Our Visitors' Guide sets out procedures regarding any safeguarding concerns within the school. This Guide also sets out guidelines for the use of digital recording equipment within the school.
- 2.8 The Friends of Clewer Green have adopted this policy and will ensure that all volunteers leading events will have read the policy in full.
- 2.9 Our policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 2.10 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures. Our Visitors' Guide sets out procedures regarding any safeguarding concerns within the school. This Guide also sets out guidelines for the use of digital recording equipment within the school.
- 2.11 Our selection and recruitment policy includes all checks on staff and regular volunteers' suitability including Disclosure and Barring Service checks as recommended by the LA and in accordance with current legislation.
- 2.12 The name of any member of staff considered not suitable to work with children will be notified to the DCSF Teachers' Misconduct Team, with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations
- 2.13 Our procedures will be annually reviewed and up-dated.
- 2.14 The name of the Designated Safeguarding Leads will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.15 Schools and colleges have powers to hold and use information to promote children's welfare, as well as share it

What school staff should do if they have concerns about a child

- 2.15 Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
- 2.16 Such concerns are to include children with health conditions, as well as children at risk from child criminal exploitation, child sexual exploitation and county lines as part of extra-familial harms.
- 2.17 If staff have any concerns about a child's welfare, they should act on them immediately. See Annex II for a flow chart setting out the process for staff when they have concerns about a child.
- 2.18 If staff have a concern, they should follow the procedures set out below and speak to the Designated Safeguarding Lead (or deputy). See Appendix IV for indicators of abuse or neglect.
- 2.19 Staff must be vigilant as multiple safeguarding issues will overlap with one another.

Options will then include:

- 2.20 - managing any support for the child internally via the school's pastoral support processes e.g. referral to ELSA
- an early help assessment via the Single Point Access (SPA) who will then decide which actions need to be taken next.
 - a referral for statutory services, as the child might be in need, is in need or suffering or likely to suffer harm. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.
- 2.21 The Designated Safeguarding Lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the Designated Safeguarding Lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or deputy) as soon as is practically possible.
- 2.22 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information Appendix III and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the Designated Safeguarding Lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- 2.23 CPOMS (Child Protection Online Management Systems) used by WLP to be cascaded out to all schools in academy.

2.23 **Early help**

If early help is appropriate, the Designated Safeguarding Lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

2.0 Supporting Children

- 3.1 We recognise that a child who is abused, who witnesses violence or neglect, who lives in a violent or neglectful environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- 3.2 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.
- 3.3 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.
- 3.4 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.
- 3.5 Our school will support all pupils by:
- If staff have **any concerns** about a child's welfare, they should act on them immediately. See Appendix II for a flow chart setting out the process for staff when they have concerns about a child.
 - Maintaining an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

4.0 Confidentiality

- 4.1 We recognise that all matters relating to child protection are confidential. The Headteacher or Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 4.2 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 4.4 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.

5.0 Supporting Staff

- 5.1 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.
- 5.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional Board or trade union, as appropriate.
- 5.3 In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

6.0 Allegations against staff

- 6.1 All school staff should take care not to place themselves in a vulnerable position with a child.
- 6.2 All staff should have read the school's behaviour/discipline policy.
- 6.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 6.4 The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- 6.5 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 6.4 above, without notifying the Headteacher first.
- 6.6 The school will follow the LA procedures for managing allegations against staff.
- 6.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 6.4 above) in making this decision.

6.8 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

6.9 Concerns about staff are widened to include supply staff. The school holds a responsibility to fully explore concerns about supply staff.

7.0 Whistleblowing

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

7.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. RBWM 'Raising Concerns at Work (Whistle-blowing Policy) for Schools'. The Whistleblowing Policy is available in the staff room.

8.0 Physical Intervention

8.1 Our policy on physical intervention by staff is set out separately, as part of our 'Positive Relationships and Behaviour' Policy. It complies with LA Guidance, 'The Use of Reasonable Force in Schools' July 2013.

9.0 Preventing Radicalisation

9.1 Since the 'Education and Inspections Act 2011' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

9.2 At Clewer Green CE First School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing Board also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

9.3 We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

9.4 **Statutory Duties** - The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2021)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018)

Revised September 2021
Review date September 2022

_____ Date _____

Sarah Langley, Chair of Governors

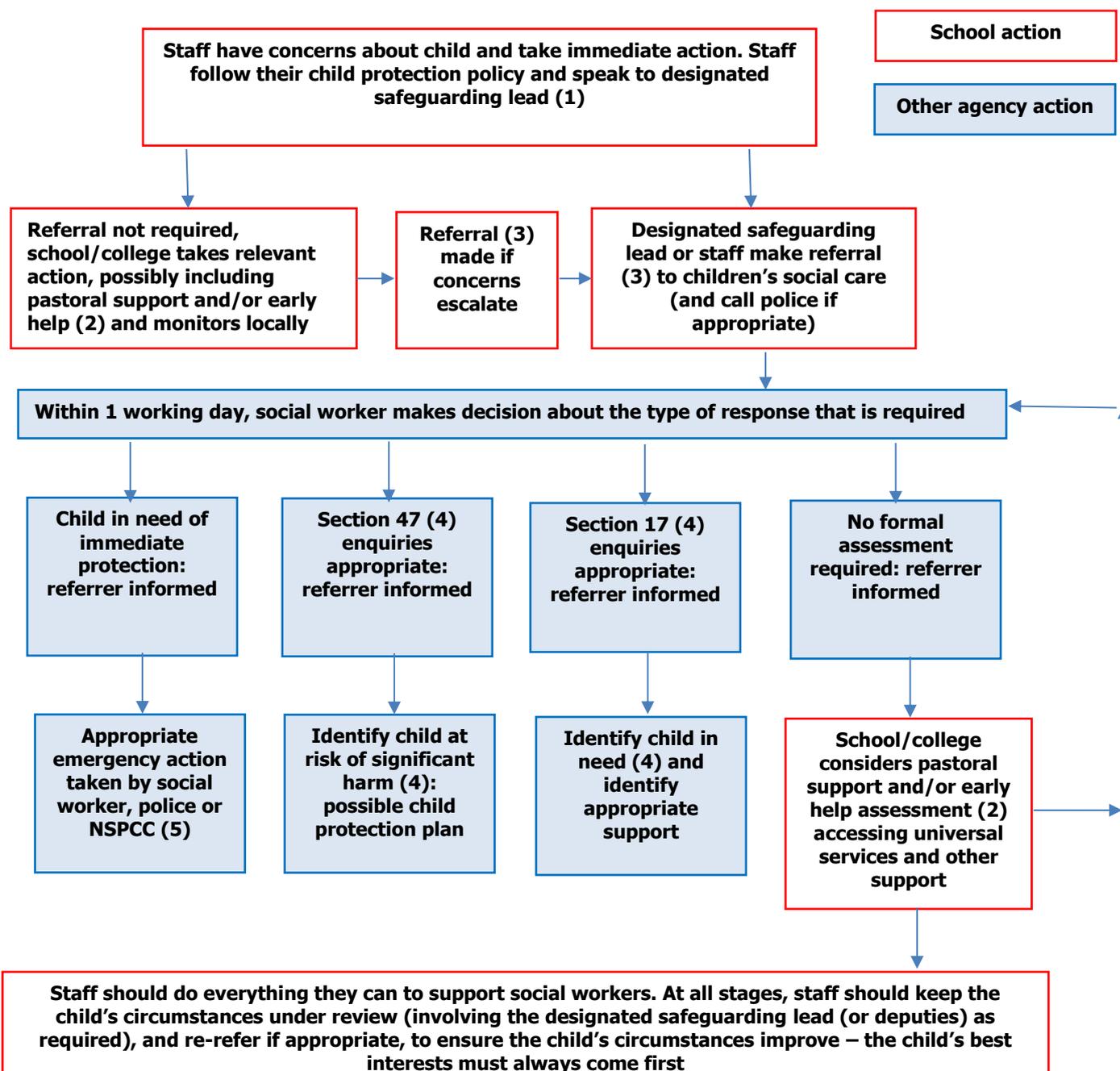
APPENDIX 1

Role of the Designated Person for Child Protection

1. Making referrals to Social Care if there are concerns about a child's welfare, possible abuse or neglect.
2. Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
3. Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology. An indication of further record-keeping should be marked on the pupil's general record.
4. Acting as a focal point for staff concerns and liaising with other agencies and professionals.
5. Ensuring that either they or another appropriately informed member of staff attends case conferences or other planning meetings, contributes to the assessment process, and provides a report which has been shared with the parents.
6. Ensuring that any absence, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and the key worker for the child protection plan immediately.
7. Ensuring that all school staff are aware of the school's CP policy and procedures, and know how to recognise and refer any concerns.
8. Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years.
9. Ensuring that all staff receive basic Child Protection awareness training at least every three years.
10. Providing an annual report for the Governing Board, detailing any training undertaken by staff and Governors, number and type of incidents/cases, referrals to Children's Social Care and children subject to Child Protection Plans (anonymised).
11. Notifying Social Care when a child attending the school is privately fostered.
12. Ensuring that any concerns about a pupil who leaves the school are forwarded under confidential cover to the Designated Person at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

APPENDIX II

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.
- (5) This could include applying for an Emergency Protection Order (EPO)

APPENDIX III

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

APPENDIX IV

Indicators of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery and is where children share nude or semi-nude images, videos or live streams) put children in danger.

FGM: Whilst **all** staff should speak to the Designated Safeguarding Lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Peer on Peer Abuse: All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

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

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Contextual safeguarding: Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

Serious violence: All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

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

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

Mental Health

Staff should consider when this might become a safeguarding concern.