



GREAT SANKEY HIGH SCHOOL

Safeguarding Policy

Senior Leader Responsible: Mrs. J Malone

Date created: May 2019

Reviewed on: May 2020

Next Review: May 2021

Rationale: Safeguarding and Child Protection

Great Sankey High School Values	How this policy addresses these values
Achievement is for all: be inspired by your school experience.	All students to feel safe and supported in the school community To thrive and achieve even when faced with difficult life situations,
Enjoyment for all: be happy and encouraged to participate.	Ensuring all students are encouraged participate with support regardless of personal difficulties or experiences.
Well-being: feel safe, be supported and have a champion.	All students to feel safe and secure in the school community and to be aware of adults, or peers available for advice and support in times of personal crisis.
Personalised Learning: receive regular feedback on your progress and next-steps guidance.	Bespoke support plans in collaboration with appropriate external agencies.
High Standards and Expectations: seek challenging, meaningful and manageable learning.	All students supported to aim high despite having to deal and manage with difficult situations outside school.
A pride and place in our community: take responsibility and act as role models and good citizens.	All students encouraged to take pride and place in our community even when facing personal difficulties. To understand how to keep themselves safe and to demonstrate resilience to others.
Life-long learning: have guided future pathways and develop independence and wider employment skills.	All students guided to access pathways through intervention strategies and access to mentor and counselling services in school.
Mutual respect: be polite, tolerant of others and celebrate diversity.	All students to show respect and tolerance of others despite suffering at the hands of others.
Confidence: develop resilience, self-belief and aspiration.	All students given the opportunity to access support services in and out of school which will enable them to develop resilience, believe in themselves and raise their self-esteem.
Shared vision: have a voice and access to leadership opportunities.	All students able to provide support and leadership to others through peer mentoring support.

1. Aims and objectives

- To support the child's development in ways that will foster security, confidence and independence.
- 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.
- 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 packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school, this will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other external agencies, especially the Police and Social Care.
- 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. A single central record is kept for audit.

2. Roles and Responsibilities

We will ensure that:

- All members of the governing body understand and fulfil their responsibilities, namely to ensure that there is a Child Protection policy together with a staff behaviour (code of conduct) policy.
- The school operates safer recruitment procedures by ensuring that there is at least one person on every 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.
- A senior leader has been appointed as the Designated Safeguarding Lead (DSL).
- On appointment, the DSL's undertake interagency training Warrington Safeguarding Partnerships and also undertake DSL 'New to Role' and the refresher course every 2 years.
- All other staff have refresher safeguarding training, annually and updated as appropriate.
- 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 made against the Head teacher.
- 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 may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE).
- The Designated Safeguarding Lead, is a member of the Senior Leadership Team. There are two Deputy Safeguarding Officers who have also undertaken the compulsory training delivered through the Warrington Safeguarding Partnership.
- The DSL's who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training. This will be repeated every 5 years.
- 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.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2016).
- 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.
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO 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) 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.

Our procedures will be regularly reviewed and up-dated:

- The name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
- 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 website.
- All staff will be expected to read Keeping Children Safe in Education 2019 –Part one. This will be added to the Child Protection Management System (CPOMS) library. Staff will then sign a declaration to confirm they have read the document details will be kept in the school 'Safeguarding Training Record'.
- The Governing Body will be expected to read Keeping Children Safe in Education Part 2. This will be provided to all governing body members and MAT trustees by the school Clerk to Governors.

Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, the staff bulletin and awareness training. All new staff will attend a training session on child protection awareness and Prevent as part of their induction programme as well as receiving our Staff Conduct Policy, e-safety and Part One of Keeping Children Safe in Education. Where other adults are working in regulated activity within school, the head teacher or the safeguarding lead will ensure that they are aware of the contents of these policies. Any trainee teachers will receive a training session on child protection awareness as soon as possible after their arrival.

We are committed to creating a culture of vigilance along with an attitude that 'it could happen here'.

Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately to the designated safeguarding lead or one of the safeguarding team; in their absence the matter should be brought to the attention of the head teacher or the most senior member of staff in school. This should be followed with a written record on the Child Protection Online Management system (CPOMS) as soon as possible and always within 24hrs.

It is important to remember that any member of staff can refer their concerns to children's social care, Warrington Multi Agency Safeguarding Hub (MASH)- Telephone: 01925 443322 directly, Out of Hours: 01925 444000, along with informing the Designated safeguarding lead.

Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard students.

This may involve reporting to:

- Chair of Governors.
- Direct to the Local Authority Designated Officer (LADO) 01925 442079.

- Social Care-MASH: 01925 443322 Out of hours: 01925 444000
- The NSPCC whistleblowing line- 0800 028 0285 help@nspcc.org.uk,
- Cheshire Police- 101.

The designated safeguarding lead (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the relevant investigating agency by telephone or electronic communication and in accordance with Warrington Local Authority procedures. Where the allegation is made against a member of staff, the designated safeguarding lead will immediately inform the head teacher. Allegations against the head teacher will be reported to the chair of governors.

The DSL (and in case of absence), Deputy Safeguarding Officers are responsible for:

- Referring a child if there are concerns about possible abuse, to the Multi Agency Safeguarding Hub (MASH) acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF).
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are forwarded on to the child's next school or college.
- A copy of the CP file will be retained by the school until such time that the new school acknowledges receipt of the original file. The copy can then be shredded.
- Ensuring that an indication of the existence of the additional CP file is marked on the pupil records.
- Liaising with other agencies and professionals.
- Attending all Case Conferences, Core Groups, Child in Need and multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any students who are currently on a child protection plan who is absent in the educational setting without explanation is referred to their social worker.
- Organising child protection induction, and annual update training for all school staff.
- Providing and contributing, alongside the appointed Safeguarding, and audit of "Statutory Duties and Associated Responsibilities" to be submitted to the Education Safeguarding Team Warrington Borough Council annually.

Safeguarding Team

Mrs J Malone	Strategic Safeguarding Lead Omega Multi Academy Trust
Mr P Masher	Designated Safeguarding Lead Great Sankey High school
Contact numbers:	01925 724118 01925 720763 07798 764233
Mrs R Bond	Assistant Head –Deputy Designated Safeguarding Lead
Mrs J Edwards	Sendco-Deputy Designated Safeguarding Lead
Mr I McNulty	Assistant Head -Deputy Designated Safeguarding Lead
Mr M Platt	Safeguarding Governor

The named governor for child protection, children in care, children previously in care and pupils on a special guardianship order is responsible for maintaining:

- Regular contact with the school's designated lead or deputy (termly).
- Awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities.
- The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy, that the Warrington Safeguarding Partnership guidelines are complied with and to support the

school in this aspect. Governors will not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached. Information - safeguardingpartnerships@warrington.gov.uk

- The DSL and the Head teacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- Ensure that pupils are taught about safeguarding.

Supporting Children

- We recognise that children who are abused or witness violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 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.
- 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.

Great Sankey High School will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- 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.
- Notifying Social Care as soon as there is a significant concern.
- 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.

Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The DSL will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 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 The Multi Agency Safeguarding Hub.

Records and Monitoring

- Accurate records are essential to good child protection practice.
- Any one receiving a disclosure of abuse or noticing signs of possible abuse should report to the DSL immediately and must make an accurate record on Cpoms as soon as possible, and always within 24hrs of reporting the incident, noting what was seen or said, putting the event into context, and giving the date, time and location of reporting the incident.
- File notes are kept for any pupil on a Child Protection Plan (CPP) or for any pupil monitored for child protection reasons until their 25th birthday unless they transfer to another school.
- These records are kept in a locked cupboard and electronically on the Child Protection Online Management System.
- If a pupil transfers from the school, any child protection notes will be forwarded to the pupil's new school marked "confidential" and for the attention of the receiving school's Designated Safeguarding Lead.

- A signature of receipt will be requested.
- Local schools' files will either be collected or hand-delivered.
- Sharing information: any request/s for information will need to be supported by either signed consent or a data request form outlining why the information is required and how it will be handled. Safeguarding children will always be our priority therefore there may be occasions when gaining consent is either not possible or puts a child at risk.

SAFER RECRUITMENT

Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:

- Great Sankey High Following statutory DBS guidelines re checks on staff.
- Requiring a standardised application form and not just a c.v.
- Stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children.
- Requiring the head teacher or the chair of governors, both of whom have successfully completed Safer Recruitment training to be on any interview panel used to recruit staff and to pose relevant questions.
- Validating as far as possible qualifications, experience and expertise.
- Proactively verifying references and testimonials as far as possible (internal applicants will require references also using our standard pro forma).
- Verifying identity from current photographic ID and proof of address.
- Verifying the right to work in the UK.
- Examining all career breaks, sudden job changes and/or dismissal.
- Maintaining a single, central record of all staff
- All our governors/Trustees will hold an DBS
- Check the NCTL Teacher services system for any restrictions imposed by countries in the European Economic Area (EEA) for all staff in a 'teaching roll', not just QTS, from these countries to ensure they are not subject to a Teacher Prohibition order under the Section 128 directive.
- Check the TRA for anyone we recruit, including our trustees and governors, to ensure they are not subject to a section 128 direction.
- Section 128 check will be carried out via NCTL for any staff member being employed to a managerial role
- All third party organisations will be supervised whilst working with our pupils and will not take part in regulated activity without confirmation in writing of an enhanced DSB check.
- LA, Social Care, Police will always have their photo identity/warrant card checked when visiting Great Sankey High School
- The school will follow the recommendations re trainee teachers and contractors as set out in Keeping Children Safe in Education (2018). Contractors operating in pupil circulation areas will be supervised.
- Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.
- N.B. The school does not currently operate any foreign exchanges. However, were this situation to change, we would operate in accordance with Annex C, Keeping Children Safe in Education (2018).

Disqualified by Association

In October 2014, the government issued supplementary guidance to 'Keeping Children Safe in Education (2014)'. School staff are disqualified from working in a school, when they 'live or work in the same household' as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves.

In September 2018 this guidance was changed and there is no longer a requirement for staff in educational settings to disclose. The duty is now only applicable in a residential setting such as child minders in their own home.

SUPPORTING STAFF

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.

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

Allegations against staff

- 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.
- All Staff should be aware of the school's Behaviour Management policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- We understand that a pupil may make an allegation against a member of staff.
- 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 Executive Head teacher, Head teacher and DSL.
- The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity.
- If the allegation made to a member of staff concerns the Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer (LADO).
- The school will follow Warrington Local Authority guidelines and procedures for managing allegations against staff.
- Suspension of the member of staff, excluding the, Executive Head teacher, or Head teacher, against whom an allegation has been made, needs careful consideration, and the Head teacher will seek the advice of the LADO and HR Consultant in making this decision.
- In the event of an allegation against the Executive Head teacher or Head teacher, the decision to suspend will be made by the Chair of Governors with advice from the LADO.

Whistle-blowing

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

- All staff should be 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 DSL following the Whistleblowing Policy.

Whistle-blowing re the Executive Head teacher or Head teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

- The NSPCC whistleblowing line- 0800 028 0285 help@nspcc.org.uk,

Physical Intervention

- 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.

- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- We recognise that touch is appropriate in the context of working with children, and all staff has been given guidance in the Code of Conduct, to ensure they are clear about their professional boundary

Searching screening and confiscation

The Head teacher and authorised staff have the statutory power to search a pupil/s or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil/s may have prohibited item/s:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Indecent images of a child.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Staff can lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- Cause harm.
- Disrupt teaching.
- Commit an offence.
- Cause injury.
- Damage property.

Any data, files or images that are believed to be illegal will be passed to the police as soon as practicable, including pornographic images of children, without deleting them. This will require confiscation of the electronic device. The electronic device will be locked away securely in the school safe (only accessed by three senior staff). Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of our school's policy.

- Pupils are considered children up to the age of 18, however there may be times when a pupil is deemed to be vulnerable even though they have reached or exceeded 18.
- This policy will therefore also apply to adults within Barrow Hall College with care and support needs in line with the Care Act 2014.

Indecent images of a Child

When an electronic device is identified as containing an indecent image of a child (anyone under the age of 18) the member of staff will not view the image, they will confiscate the electronic device and refer straight to Head of House if the image is consensual between two children of a similar age.

Should the image not be consensual (age appropriate) when described and or there appears to be an element of grooming it should be referred immediately to a member of the safeguarding team.

Anti-Bullying

- 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 keep 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.

Racist Incidents

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.

Child Sexual Exploitation (CSE)

The DSL provides relevant CSE training for all staff, and ensures that the students are also educated and alerted to the dangers of CSE

- The DSL reports suspected cases of CSE following normal safeguarding procedure
- The school has a separate E-safety policy.

Radicalisation and Extremism

- Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- Great Sankey High School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning British values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Great Sankey high School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- The school governors, the Executive head teacher, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the Warrington Safeguarding Children Board.
- The school has a separate 'Preventing Extremism and Radicalisation' policy

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL, who is also the Designated Prevent Lead for Great Sankey High School.

The DSL should then follow normal safeguarding procedures.

- If the matter is urgent then Cheshire Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then the DSL will contact the Single Point of Contact for Prevent (SPOC) at the local authority and The Prevent lead for Cheshire Police.

- Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but youngest people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Female Genital Mutilation (FGM)

- Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.
- The duty applies to all persons in Great Sankey High School is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. Please refer to the Home Office and Department for Education's procedural information for full details <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
- If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.
- The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made by the close of the next working day.
- Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

Breast Ironing

- Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear. Usually carried out by mothers on their daughters to protect them from rape and sexual harassment. In certain African cultures men believe that as soon as a girl has breasts she is ready to have sexual relationships. There have been incidents of this happening in the UK, you may notice an unwillingness to get changed for PE, pain when moving, or a flattened breast area.

Prevention

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. The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 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 lunchtimes/
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 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 safeguarding assemblies, anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

- Ensure all staff is 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.

Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

- Great Sankey High School engages fully in the 'Operation Encompass' police initiative. This initiative alerts the school to pupils who have been subjected to, or witnesses to, domestic abuse.
- The DSL is the single point of contact for Operation Encompass and receives all calls. The information is collated and recorded and appropriate support packages are put in place for students when necessary.

Health & Safety

Our Health & 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 also when engaging in activities or residential trips off the school site.

Children missing from education

- A pupil missing from education for eight sessions or more is a potential indicator of abuse and neglect. Should a pupil go missing from school (education) the Designated Safeguarding Lead will inform the Local Authority Attendance Team. The Designated Lead will consider further actions/support should it be required.
- We will inform the LA of any pupil admission or a pupil removed from our roll within five days using the Statutory Notification of Admission/Deletion online form, so that the LA can identify and safeguard children missing from education.
- For a parental decision to electively home educate we will accept written confirmation by letter or email.

Looked after pupils

- The Designated Teacher for Looked after Children is Mr P Masher, Deputy Head teacher
- Mr M Platt is the school Safeguarding Governor and is also responsible for Looked after Pupils.
- We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:
 - Being involved in and following the guidance set out in the pupil's personal education plan (PEP).
 - Arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly.
 - Offering in school support such as anger management, assertiveness or social skills training as appropriate.
 - Targeting pupil premium specifically to support children in care.
 - Attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers.
 - Monitoring their attendance carefully and reporting any unexplained absence to social care and the Local authority attendance team.
 - Monitoring their academic grades carefully to try to ensure they are making good progress in school making full use of LA "tracker" on line systems.
 - Informing their Head of House that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team.
 - Being careful not to accept any under achievement just because the child is 'looked after.'

- Looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed.
- Enlisting the support of and liaising with other agencies as appropriate.
- Liaison with the pupil's Virtual head teacher, who has a responsibility for the educational progress of looked after pupils.
- Checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self-esteem projects/residentials organised by the school as and when appropriate.

In addition, we also keep a record of those pupils who are looked after by someone other than a parent, adopted or on special guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

We remain mindful that whilst some children return home from care, they still have a high level of need – we will continue to support as above.

SEND

Children are more likely to be abused or neglected and for this to go unnoticed. Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care-giver may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment, however at Great Sankey High School we will always try to ensure that the voice of the child is heard/sought and we will consider the unthinkable.

Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled or vulnerable) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Schools have a mandatory duty to inform the local authority of children in such an arrangement so that safeguarding checks can be carried out.

Mental health

Mental health is the concern of the whole community and we recognise that we play a key part in this. We strive to develop emotional wellbeing and resilience in all our pupils and staff, as well as provide specific support for those with these additional needs. We understand that the risk factors which increase someone's vulnerability along with the protective factors that can promote resiliency. The more key risk factors present in an individual's life; the more protective factors or supportive interventions are required to counter-balance.

Honour based violence

'Murder or violence in the name of so-called honour' are murders/violence in which, predominantly females, are killed/harmed for actual or perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. They are sometimes called 'honour killings/violence'. There is, however, no honour in murder/violence.

It is important to us to support our pupils and their families as well as our staff.

The honour code means that women must follow rules that are set at the discretion of male relatives and which are interpreted according to what each male family member considers acceptable. Breaking the rules is seen as destroying the good name of the family, and is deserving of punishment at the discretion of male relatives.

Honour is an unwritten code of conduct that involves loss of face on someone's part if offended against, especially in groups where loyalty is considered paramount.

Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

Signs:

- Withdrawal of student from school by those with parental responsibility.
- Pupil/student being prevented from attending higher education.
- Truancy or persistent absences.
- Request for extended leave or student not returning from an overseas visit.
- Surveillance by siblings/cousins/extended family members at school.
- Decline in behaviour, engagement, performance or punctuality, poor exam results. – in particular for previously motivated pupil/student.
- Decline in physical presentation or demeanour.

County Lines, Exploitation and Drug Supply

- A specific method of drug supply commonly referred to as county lines.
- 'County lines' relates to the supply of class A drugs (primarily crack cocaine and heroin) from an urban hub into rural towns or county locations.
- Warrington's geographical location and proximity to major motorway routes makes the young people living in the area a prime target
- The exploitation of young and vulnerable people is a common feature in the facilitation of county lines drugs supply, whether for the storage or supply of drugs centrally to the movement of cash, or to secure the use of dwellings held by vulnerable people in the rural marketplace (commonly referred to as cuckooing).

Should we have reason to believe a pupil has become involved we will make referrals to both the Police and Social Care.

Lesbian, Gay, Bisexual and Transgender (LGBT)

At Great Sankey High School, we believe that respect for ourselves and others is a fundamental right and responsibility of/for all.

- We will always challenge inappropriate language or behaviour and never ignore 'banter'.
- It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual/gender orientation, race or religion.
- Diversity is celebrated and valued at Great Sankey High School.
- Staff at Great Sankey High school are expected to attend 'Stonewall' training sessions delivered by staff who are specialists.

Other Vulnerable Pupils

Members of the safeguarding team are often aware of pupils who are vulnerable for other reasons. It is their responsibility to ensure that these pupils receive support either from a teacher in school to whom the pupil relates or from an external agency. The pupil's Head of House will be informed of the situation. This situation might be a temporary one or may be on-going. This also includes any vulnerable pupils who may be 18 and attend Barrow Hall College

Parents/carers are informed of the situation wherever appropriate.

Sexual Images (sexting)

It is illegal for sexual or indecent images of a child under 18 to be taken and or distributed

- Person/pupil under 18 creates a sexual image of themselves and shares it with another person under 18.
- Person/pupil under 18 shares an image of another under 18 with another person under 18 or an adult.
- Person/pupil under 18 is in possession of sexual imagery created by another person under 18.

All incidents of sexual images should be reported to a member of the safeguarding team. The image/s and the device they are stored within should be confiscated, examples would be:

- Naked pupil.
- Topless girl.
- Image which displays genitals.
- Sex acts including masturbation.
- Indecent images may also include overtly sexual images of young people in their underwear.

Although sharing sexual images is illegal and risky, it is often the result of curiosity and exploration. 'The primary concern at all times should be the welfare and protection of the young people involved.'

Staff should refer to the designated safeguarding lead or a member of the team

- DSL/member of team/HOY meets with the pupil involved.
- Do not view the image unless it is unavoidable.
- Discuss with parents, unless there is an issue where that's not possible.
- If there is a concern that the pupil is at risk of harm, we will contact social care and/or the police.

We will always refer to the police or social care if incident involves:

- Coercion, blackmail, or grooming.
- Concerns about capacity to consent, [e.g., SEN].
- Images show atypical sexual behaviour for the child's developmental stage.
- Violent acts are depicted.
- Image shows sex acts and includes a child under 13.
- A young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide).

Viewing sexual images

If it is felt necessary to view, discuss with DSL or our head teacher first.

- Never copy, print, or share the image, unless asked to do so by the Police.
- View with another member of the safeguarding team present.
- Record the fact that the images were viewed along with reasons and who was present
- Deleting images (from devices and social media).

If as a school we decide that involving other agencies is not necessary, images will be deleted

Peer on Peer Abuse & Sexual Violence/Harassment

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens harms or causes distress to another child. Staff will refer any concerns immediately to the relevant Head of House or a member of the safeguarding team. It may be considered a safeguarding matter if the allegation is around:

- Physical Abuse.
- Violence, particularly pre-planned.
- Forcing others to use drugs or alcohol.
- Emotional Abuse.
- Blackmail or extortion.

- Threats and intimidation.
- Sexual Abuse.
- Indecent exposure, indecent touching or serious sexual assaults.
- Forcing others to watch pornography or take part in sexting.
- Encouraging other children to engage in inappropriate sexual acts.
- Photographing or videoing other children performing indecent acts.
- Sexting.
- Bullying.
- Gender related issues.
- Sexualised touching.
- Violence.
- Gang initiation/hazing.

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities.

Sexual Violence

- Refers to criminal acts.
- Rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003.

Sexual Harassment

- Described as ‘unwanted conduct of a sexual nature’.

Consent

- Given with free will and the capacity to do so.
- Consent is not all-encompassing, may cover only certain sexual activities, may be given with conditions, may be withdrawn at any time.
- Consent is needed every time sexual activity takes place.

It is important to note that children under 13 years old cannot consent to any kind of sexual activity.

Common signs:

- Changes in behaviour.
- Sudden reluctance or refusal to participate or engage.
- Avoiding particular pupils.
- Staying close to adults.
- Self-harm.
- Angry outbursts.
- Decline in academic performance.
- Excluding themselves.
- Sudden development of sexualised behaviours.
- Vague disclosures

Staff will always challenge abuse and will not merely pass it off as ‘banter’ or ‘part of growing up’. (Please also refer to our Behavior policy).

Pupils will be taught how to recognise, keep themselves safe and report peer on peer abuse/sexual violence, harassment, within PSHE, tutor time and safeguarding assemblies. All incidents will be investigated and dealt with by either a member of the safeguarding team or a member of the SLT.

'Upskirting'

'Upskirting' is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

This is now a criminal offence under the Voyeurism Offences Act which came into force April 2019.

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.
- 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.

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.

Monitoring and Evaluation

Our Safeguarding Policy and Child Protection Policy and Procedures will be monitored and evaluated by:

- Weekly meetings of the school safeguarding team.
- Regular visits to school by the Safeguarding Governor.
- Fortnightly meetings between the DSL and Safeguarding Governor.
- Regular reviews of the Single Central Record.
- Visits to school members of the governing body.
- Scrutiny of Attendance data.
- Pupil surveys and questionnaires.
- Scrutiny of Attendance data.
- Scrutiny of range of risk assessments.
- Scrutiny of Governing Body minutes.

- Logs of bullying/racist/behaviour incidents for the Senior Leadership team and Governing Body to monitor.
- Review of parental concerns and parent questionnaires.
- Review of pastoral support.

Legal requirements

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and all action relating to it is in line with the following guidance:

- Safeguarding Children in Education and Safer Recruitment (2010)
- Counter-Terrorism and Security Act (2015)
- The Working Together to Safeguard Children (2018)
- What to do if a Child is being abused (2015)
- Keeping Children safe in Education (2019)
- PREVENT and Channel duty guidance (2015)
- Searching, screening and confiscation (January 2018)
- Mental Health and Behaviour in Schools (2016)
- Behaviour and Discipline in Schools (2016)
- Responding to sexting in schools and colleges (2016)
- Children Missing Education and Child Employment (2016)
- Sexting in Schools (2017)
- Disqualification under the Childcare Act (2018)
- Equalities Act (2010 last updated 2015)
- County Lines, Exploitation & Drug Supply (2017)
- Children and Social Care Act (2017)
- Sexual Violence and Sexual Harassment -children (2018)
- GDPR and Data Protection Act (2018)
- Voyeurism Offences Act (April 2019)

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You Are Worried a Child is Being Abused' 2016. The guidance reflects, both 'Keeping Children Safe in Education' 2019 and Warrington Safeguarding Partnership Child Protection Procedures.

The Governing body takes seriously, its responsibility under section 175 of the Education Act 2002 to safeguard and promote the of children, and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering or likely to suffer harm.

We recognise that all adults, including temporary staff, 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.

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

Appendices

Appendix 1

1.1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse.
- Emotional Abuse (including Domestic Abuse).
- Sexual Abuse.
- Neglect.

1.2

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.

1.3

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 / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague).
- May 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/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) he parents 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.

1.4

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” and if 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.

1.5

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.

1.6

Bite Marks

- Bite marks can leave clear impressions of the teeth.
- Human bite marks are oval or crescent shaped.
- Those over 3 cm 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.

1.7

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require 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 is 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.

1.8

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.

1.9

Scars

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

1.10

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.
- Scapegoated 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.

1.11

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.

1.12

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 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.

1.13

Developmental Sexual Activity

This 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.

1.14

Inappropriate Sexual Behaviour

This 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.

1.15

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.

1.16

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 and young people, the above information should be used only as a guide. Further information and advice is available 'Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

1.17

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 or 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 unresponsive 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.

1.18

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 or 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.
- 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 records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.
- Intimidated and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.

Appendix 2

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. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social Care.

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.

2.1

What is FGM?

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

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris.
- Type 2 Excision – partial/total removal of clitoris and labia minora.
- 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 scraping 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 or religion.
- Helps girls be clean is cosmetically desirable.
- Mistakenly believed to make childbirth easier.

2.2

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.

Circumstances and occurrences that may point to FGM happening are:

- 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 Leon, 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.

2.3

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities.
- Behaviour change on return from a 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.

2.4

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** and make a referral to children's services.

Appendix 3

Domestic abuse

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

3.1

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

Appendix 4

Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

- Extremism is defined by the Government in the 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.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
- Foster hatred which might lead to inter-community violence in the UK.
- There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
- Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure, rejection of civic life.;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and /or personal crisis.

Appendix 5

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

ChildLine: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org>

Appendix 6

Review

The Safeguarding policy will be reviewed annually and updated according to changes in statutory requirements.

Making a safeguarding referral

If the child is at immediate risk of significant harm, then call the Multi agency safeguarding Hub 01925 443322.

Out of hours: 01925 444000

Emergency- If there is an immediate risk of harm to a child then contact the Police.