

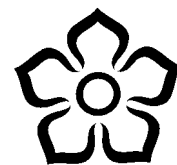
# SAFEGUARDING CHILDREN IN EDUCATION



## Safeguarding and Child Protection Policy

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August 2021



Leicester  
City Council

<b><u>Contents:</u></b>	<b><u>Page</u></b>
<b>Section 1 - Introduction</b>	<b>4</b>
<b>Section 2 - Overall aims</b>	<b>6</b>
<b>Section 3 - Key processes</b>	<b>6</b>
<b>Section 4 - Prevention</b>	<b>7</b>
<b>Section 5 - Roles and responsibilities of the governing body</b>	<b>8</b>
<b>Section 6 - Roles and responsibilities of the principal</b>	<b>9</b>
<b>Section 7 - Roles and responsibilities of the DSL</b>	<b>10</b>
<b>Section 8 - Liaison with other agencies</b>	<b>13</b>
<b>Section 9 - Record keeping</b>	<b>13</b>
<b>Section 10 - Transfer of records</b>	<b>13</b>
<b>Section 11 - Confidentiality and Information sharing</b>	<b>13</b>
<b>Section 12 - Support to students and college staff</b>	<b>14</b>
<b>Section 13 - Action taken by the local authority</b>	<b>14</b>
<b>Section 14 - Contextual safeguarding</b>	<b>15</b>
<b>Section 15 - Extended School activities</b>	<b>15</b>
<b>Section 16 - Alternative Provision</b>	<b>16</b>
<b>Section 17 - Working with parents/carers</b>	<b>16</b>
<b>Section 18 - Staff actions if concerns are raised</b>	<b>16</b>
<b>Section 19 - Early support: Early Help assessment</b>	<b>17</b>
<b>Section 20 - Mental health</b>	<b>17</b>
<b>Section 21 - Safeguarding students who are vulnerable to extremism</b>	<b>18</b>

<b>Section 22</b>	<b>- Safeguarding students who are vulnerable to; Child Sexual Exploitation/Trafficking and Child Criminal Exploitation, Children using sexually abusive behaviours, Forced marriage/Honour based violence, Domestic violence, Female Genital Mutilation and Children Missing From Education</b>	<b>19</b>
<b>Section 23</b>	<b>- Child criminal exploitation</b>	<b>20</b>
<b>Section 24</b>	<b>- Child Sexual Exploitation &amp; trafficking</b>	<b>20</b>
<b>Section 25</b>	<b>- Peer on Peer Abuse</b>	<b>21</b>
<b>Section 26</b>	<b>- Domestic violence and abuse</b>	<b>22</b>
<b>Section 27</b>	<b>- Children Missing From Education</b>	<b>23</b>
<b>Section 28</b>	<b>- FGM</b>	<b>23</b>
<b>Section 29</b>	<b>- Forced marriage/Honour based violence</b>	<b>25</b>
<b>Section 30</b>	<b>- Sexting</b>	<b>25</b>
<b>Section 31</b>	<b>- Private fostering</b>	<b>26</b>
<b>Section 32</b>	<b>- Homelessness</b>	<b>26</b>
<b>Section 33</b>	<b>- Sexual violence and harassment</b>	<b>27</b>
<b>Section 34</b>	<b>- Other policies</b>	<b>28</b>
<b>Section 35</b>	<b>- Contacts</b>	<b>29</b>
<b>Appendix 1</b>	<b>- Actions where there are concerns about a child</b>	<b>31</b>
<b>Appendix 2</b>	<b>- Definitions and indicators of abuse</b>	<b>32</b>
<b>Appendix 3</b>	<b>- Procedure to follow in cases of possible, alleged or suspected abuse or serious causes for concern about a child</b>	<b>37</b>
<b>Appendix 4</b>	<b>- Allegations about a member of staff/volunteer</b>	<b>39</b>
<b>Appendix 5</b>	<b>- Guidelines to staff for avoiding allegations of abuse</b>	<b>40</b>
<b>Appendix 6</b>	<b>- Indicators of vulnerability to radicalisation</b>	<b>41</b>

## 1. Introduction

- 1.1 Moat Community College fully recognises the contribution it can make to protect children and support students in college. The aim of the policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate. The students' welfare is of paramount importance.
- 1.2 Safeguarding is defined as:
- Protecting children from maltreatment;
  - Preventing impairment of children's mental or physical health or development;
  - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
  - Taking action to enable all children to have the best life chances.
- 1.3 This policy sets out how the college's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the college.
- 1.4 This policy is consistent with and accepted best practice as laid out in the following documents:-
- The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 and Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE September 2016)
  - Leicester City Council, Education Child Protection Procedures (January 2009)
  - Working Together to Safeguard Children (DfE March 2015)
  - Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE September 2016)
  - The School Staffing (England) Regulations 2009
  - **Information sharing:** Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)
  - Leicester Safeguarding Children's Board Procedures (LSCB)  
<http://lrs cb.proceduresonline.com/chapters/contents.html>
  - The Children Act 1989 and 2004
  - The Education Act 2002
  - Mental Health and Behaviour in Schools: Departmental Advice (DfE June 2014)
  - Framework for the Assessment of Children in Need and their Families 2000
  - Sexual Offences Act 2003 (Position of Trust offence)

- Childcare (Disqualification) regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003
- 'What To Do If You Are Worried A Child Is Being Abused' March 2015
- Child Protection & Safeguarding in Education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006
- Guidance for Safer Working Practice 2009 & 2015 - (Safer Recruitment consortium)
- Prevent Duty 2015

1.5 Moat Community College is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.6 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.

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

## **2 Overall Aims**

- This policy will contribute to safeguarding our students and promoting their welfare by supporting the child's development in ways that will foster security, confidence and resilience.
- Providing 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.
- Raising 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.
- Providing 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 including Child Missing from Education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children. Including appropriate work within the curriculum.
- Ensuring that all adults within our school who have access to children have been checked as to their suitability.

## **3 Key processes**

Our school procedures for safeguarding children are in line with the Leicester City Safeguarding Children's Board (LSCB), Multi Agency Child Protection/Safeguarding Procedures;

<http://lrs cb.proceduresonline.com/chapters/contents.html>,

in addition to the statutory requirements as outlined in 1.4.

## 4 Prevention

4.1 The college will adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff should work to ensure that children and parents will feel free to talk about any concerns and will see Moat as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

4.2 Our college will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the college whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse and to know to whom they can turn for help.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Disclosure and Barring Service and Children's Barred List checks.
- Ensure those responsible for recruitment e.g. principal, nominated governor, have successfully completed the required National College of College Leadership Safer Recruitment training and that other senior members of staff, if involved in leading on recruitment, have also successfully completed the training.
- Ensure that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with students and parents and follow the codes of conduct in the Guidance for Safe Working Practice for Adults who Work with Children (DfE October 2015).

## 5 Roles and responsibilities of the governing body

5.1 The governing body must ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

5.2 The governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within the colleges to identify, assess, and support those children who are suffering harm.

5.3 The governing body will ensure that:

- The college has a safeguarding and child protection policy and procedures in place, and the policy is made available to parents on request.
- There is a senior member of the college's leadership team who is designated to take lead responsibility for dealing with safeguarding (Designated Safeguarding Lead (DSL)).
- There are appointed deputies for child safeguarding, in the event of the unavailability of the DSL.
- The DSL and the appointed deputies for safeguarding undertake training for DSLs, in addition to inter-agency child safeguarding training, that is provided by, or to standards agreed by, the Local Safeguarding Children Board (LSCB), and has refresher training at two-yearly intervals.
- The principal, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date by refresher training at three-yearly intervals; and that new staff, temporary staff and volunteers who work with children are made aware of the college's arrangements for child protection and their responsibilities. (Through the induction process).
- There are procedures for dealing with allegations of abuse against members of staff and volunteers.
- The chair of governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the principal, in liaison with the Local Authority.
- Neither the governing body nor individual governors will have a role in



dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff.

- Any deficiencies or weaknesses brought to the attention of the governing body are rectified.
- Policies and procedures are reviewed annually, and information is provided to the local authority on how the governing body discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body who will champion issues to do with safeguarding children and child protection within the college, liaise with the DSL, and provide information and reports to the governing body, and that person is appropriately trained to discharge their responsibilities effectively.
- Will ensure that college creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education July 2015).
- Will ensure that at least 1 member of the Governing body has attended Safer Recruitment training delivered by Leicester City Council, HR Department and that training is refreshed no later than every 5 years.
- That the Chair of the governing body completes the annual Safeguarding in Education Check List – supporting schools to exercise their duties in relation to safeguarding & child protection and return the document to the local authority.

## **6 Roles and responsibilities of the principal**

The principal of the college will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- All staff are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.
- All staff are made aware of their right to whistle blow.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and

- effectively in a timely manner. (Whole school approach and child centred practice).
- The Safeguarding and Child Protection policy and other relevant policies are updated annually, ratified by the governing body annually and that relevant policies be available publicly either via the college website, parents evening, open days or by other means.
  - That the principal has attended safer recruitment training delivered by Leicester City Council, HR Department and that training is refreshed no later than every 5 years; and that at least 1 member of the governing body has attended Safer Recruitment training.
  - That regular external visitors/providers such as cleaners, caterers have shown the college a copy of their H & S and child protection guidelines as best practice and where applicable; and that the college has a statement in main reception notifying external visitors who the Colleges DSL is and what to do if they have any concerns about a child's welfare
  - The DSL's undergo child protection training which is updated regularly, with advice from the LSCB, Safeguarding in Education and in line with Keeping Children Safe in Education, July 2015, Annex B
  - New members of staff, temporary or permanent including volunteers are given a full induction that includes safeguarding and child protection guidelines.
  - That staff undergo and attend whole college training at least every two years (INSET).
  - All staff are made aware of their right to whistle blow, have a copy of the whistleblowing procedures and are well versed with the procedures.

## **7 Roles and responsibilities of the Designated Safeguarding Lead (DSL)**

The responsibilities of the DSL:

- Provision of information to the local authority on how the governing body discharges its duties regarding safeguarding and child protection.
- Liaison with the governing body and the local authority on any deficiencies brought to attention of the governing body and how these should be rectified.
- Referral of cases of suspected abuse or allegations to Social Care and Safeguarding.
- Act as a source of support, advice and expertise within the education setting.
- Ensure action to help children should not be delayed if the Designated Safeguarding Lead happens not to be available. The DSLs have, through CPOMs up to date information on all cases and referrals. There

is effective communication between the team with regular meetings and information sharing.

- Ensure each member of staff has access to and understands the college's safeguarding and child protection policy especially new or part-time staff who may work with different educational establishments.
- Ensure all staff have safeguarding induction and update training and are able to recognise and report any concerns immediately they arise.
- Work with the governing body to review and update annually the college's safeguarding and child protection policy.

**Managing referrals** – The DSL will deal with all safeguarding concerns raised/allegations of abuse within the college, refer all cases of suspected abuse to children's social care and;

- Refer all cases in relation to allegations against staff members to the LADO including disclosure and barring.
- Seek advice from the police if a crime has been committed.
- Liaise with the principal re. issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

**Training** - The DSL will receive appropriate training carried out every two years in order to;

- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Support other staff members who attend strategy meetings and/or case conferences so that they too can contribute to these effectively.
- Ensure each member of staff has access to and understands the college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers<sup>1</sup>.
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Written records of concerns are kept, even if there is no immediate need for referral and are monitored.

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<sup>1</sup> Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children

- All child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the students' other files, and accessible only by the principal/DSLs.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the college may put in place to protect them.

### **Raising Awareness**

The DSL will ensure the college's policies are known and used appropriately;

- Ensure all staff, including supply teachers, visiting professionals working with students in the college and volunteers are informed of the names of the DSLs and the college's procedures for safeguarding children.
- Act as a focal point for staff to discuss concerns and liaise with other agencies and professionals (where appropriate).
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.
- Be able to access the contents of the Leicester Safeguarding Children Board procedures and any updates are made accessible to all staff within the school.
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the college.
- Ensuring that any student currently subject to a child protection plan who is absent without explanation on a number of occasions to their key worker in Children's Social Care.
- Providing, with the principal, an annual report for the governing body, any Safeguarding in Education Check Lists provided by the LA, any changes to the policy and procedures; training undertaken by the DSL and by all staff and governors.

## **8 Liaison with other agencies: contributing to safeguarding work with families**

The college will:

- Work to develop effective links with relevant agencies and co-operate with enquiries regarding child protection matters.
- Attend and contribute to child protection conferences and core groups and provide reports as required.
- Contribute to assessments and the implementation of Early Help plans.
- Be proactive in communicating with Social Care and Safeguarding any significant changes/developments including exclusion or any other absence that raises concern.

## **9 Record keeping**

9.1 The college will keep detailed written and online (via CPOMS) child protection records including when there are concerns about children that do not reach the threshold for referral to Social Care and Safeguarding.

9.2 All child protection records will be kept securely and confidentially and will be separate from the student file.

9.3 The Designated Safeguarding Lead is responsible for maintaining and monitoring the child protection records.

## **10 Transfer of records**

The DSL will ensure that when children move college the child protection records are transferred in accordance with the Leicester City Education Child Protection procedures.

## **11 Confidentiality and Information sharing**

The college will ensure confidentiality protocols are adhered to and information shared on a need-to-know basis.

## **12 Support to students and college staff**

### **12.1 Support for students**

Moat Community College recognises that children, who are abused, neglected, bullied or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children college may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or living away from home. The college will seek to provide such children with the necessary support.

12.2 Moat Community College recognises that some children display abusive behaviour and that these children must be referred on for appropriate support and intervention.

12.3 Complaints or concerns raised by students will be taken seriously and followed up in accordance with the college's complaints process.

### **12.4 Support for staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information that will be upsetting. Where a member of staff is distressed as a result of this, he/she should in the first instance speak to the DSL about the support he/she requires. The DSL will seek to arrange the necessary support.

## **13 Action taken by the local authority**

13.1 The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

13.2 The referrer should follow up if this information is not forthcoming.

13.3 If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the Designated Safeguarding Lead (or deputy) as required).

13.4 If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

## **14 Contextual safeguarding**

14.1 Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

14.2 Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children's social care practitioners need to engage with individuals and sectors who do have influence over/within extrafamilial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices.

14.3 Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts

## **15 Extended School and before and after school activities**

15.1 Where the governing body provides services or activities directly under the supervision or management of college staff, the college's arrangements for child protection will apply.

15.2 Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the college on these matters where appropriate.

## **16 Alternative Provision**

16.1 The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and AP proprietors are aware of the additional risk of harm that their pupils may be vulnerable to.

16.2 There are two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

Alternative provision - DfE Statutory Guidance; and  
Education for children with health needs who cannot attend school - DfE Statutory Guidance

## **17 Working with parents/carers**

Moat Community College will:

17.1 Ensure that parents/carers have an understanding of the responsibility placed on the college and staff for safeguarding by setting out its obligations in the college brochure.

17.2 Undertake appropriate discussion with parents/carers prior involvement of another agency unless the circumstances preclude this.

17.3 Work to develop productive, supportive relationships with parents/carers whenever it is in the child's interest to do so.

## **18 Staff actions if concerns are raised**

18.1 If a member of staff has concerns about the welfare of a student then they need to:

- Be familiar with this policy and its procedures.
- Know who the DSL and deputies are.
- Inform the DSL in writing of concerns, dated and signed.
- With a disclosure, inform the child of the next steps.
- Maintain confidentiality.

18.2 If a member of staff has concerns about the behaviour of another member of staff, governor, visitor or volunteer the principal should be informed immediately. The principal should carry out an urgent, initial consideration in order to establish whether there is substance to the concern.

If the actions raise concerns, the principal will notify the Local Authority Designated Officer (LADO) team who will advise about any action to be taken.



## **19 Early support: Early Help assessment – EHA**

19.1 All staff should be prepared to identify children who may benefit from early help. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the Designated/Deputy Safeguarding Lead.

19.2 Staff may be required to support other agencies and professionals in an early help assessment process. This includes identifying emerging problems, liaising with the Designated/Deputy Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

19.3 If Early Help is appropriate the Designated Safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

19.4 If Early Help and/or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the "child's situation doesn't appear to be improving.

## **20 Mental Health**

20.1 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

20.2. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

20.3 Where children have suffered abuse and neglect, or other potentially Traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

20.4. If staff have a mental health concern about a child that is also a Safeguarding concern, immediate action should be taken, by speaking to the DSL or a deputy.

## **21 Safeguarding students who are vulnerable to extremism**

21.1 Since 2010, when the Government published the Prevent Strategy<sup>10</sup> and (Revised Prevent Duty Guidance 2015<sup>11</sup>), 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.

21.2 Moat Community College values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both 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.

21.3 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. Moat Community College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

21.4 Moat Community College seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to far right/neo Nazi/white supremacist ideology, Irish Nationalist extremist and animal rights movements.

21.5 The governing body, the Principal and the DSLs for Safeguarding will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

21.6 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance

21.7 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young 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.

## **22 Safeguarding students who are vulnerable to; Child Sexual Exploitation/Trafficking and Child Criminal Exploitation, Children using Sexually Abusive Behaviours, Forced Marriage/Honour Based Violence, Domestic Violence, Female Genital Mutilation and Children Missing From Education**

Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

- Moat Community College keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation, as outlined in section 19 & 20 below.
- Staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,
- The college works with and engages our families and communities to talk about such issues,
- Staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- The DSL knows where to seek and get advice as necessary.
- The college brings in experts and uses specialist material to support the work we do.
- Staff fully understand how to raise a concern using the appropriate channels.

Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos<sup>9</sup> can be signs that children are at risk.

## **23 Child Criminal Exploitation (CCE)**

23.1 Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

23.2 Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

23.3 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys.

## **24 Child Sexual Exploitation(CSE) and Trafficking**

24.1 CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

24.2 Staff should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse

24.3 Staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc.

24.4 Staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland' available on the LSCB website.

24.5 Staff are aware that if a disclosure is raised in reaction to CSE, that it will be reported straight to the DSL/SLT or Duty & Advice in their absence

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.

## **25 Peer on Peer Abuse**

25.1 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 might 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 or 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. Upskirting is now a criminal offence;
- sexting, (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

25.2 It is essential that all staff understand the importance of challenging inappropriate behaviours between peers. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

25.3 Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

25.4 Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

25.5 Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

## **26 Domestic Violence and abuse**

26.1 The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

26.2 If the college is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow LA and LSCB guidelines in reporting such concerns to Duty and Advice and will seek guidance where necessary.

26.3 In such cases, the school will also work closely with the child and the principal/DSL will endeavour to support the child who has been exposed to domestic violence, and their parents/carers, where appropriate.

26.4 Involvement through the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with social care and Early Help is maintained to fully support the child and their family.

## **27 Children Missing from Education**

27.1 A Child Missing from Education forms part of the wider LSCB procedures<sup>18</sup> (Chapter 2) for children who go missing from school, home, care and education and includes families who go missing.

27.2 A student missing from education on a number of occasions is a potential indicator of abuse and neglect.

27.3 Should a student go missing from college, our college's admin staff will inform the DSL/SLT and contact the Educational Welfare service. The DSL will consider further actions and/or support should it be required and to ensure they help identify any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

27.4 Where a child is no longer coming to college where the parent/carer has removed them, the school will ensure that appropriate steps are taken and measures are in place, i.e. we will follow our college guidelines to ensure that, as far as possible, parents/carers provide us with information with regard to home schooling, a move out of the area or other plans, so that we can notify the local authority and Educational Welfare as soon as is possible.

27.5 All relevant partner agencies/services will be notified including Education Welfare, correct forms will be completed and child folders/information will be passed on to the appropriate person (where applicable).

## **28 Female Genital Mutilation (FGM)**

28.1 Definition of FGM:

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”

(World Health Organisation-1997)

The UK Government has written advice and guidance on FGM that states;

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

“Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

#### 28.2 Procedures in place at Moat Community College:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children.

#### 28.3 Indications that FGM may have taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- Spend long periods of time away from the class during the day.
- A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services to be considered at the strategy meeting.

#### 28.4 Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any child protection implications e.g. for younger siblings, extended family members and a referral made to social care or the police if appropriate.



## **29 Forced Marriage/Honour Based Violence**

29.1 A 'forced marriage', as distinct from a consensual 'arranged marriage', is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds."

29.2 The government's definition of a forced marriage is;  
A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

29.3 College staff, through induction and whole school training are aware of the importance and impact on a child/student who is involved in such situations.

29.4 "Honour-based" violence – is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including assault, imprisonment and even murder where the person is being punished by their family and their community – children and young people are being punished for supposedly undermining what the family or community believe to be correct behaviour.

29.5 In such cases, disclosures and concerns relating to forced marriage/honour based violence will be reported directly to the DSL and the police due to the impact it could have on the child/student in the wider community. Information will be sought from Duty and Advice where appropriate.

## **30 Sexting**

30.1 Sexting will be dealt with following guidelines of the ICT and e-safety and anti-bullying policies

30.2 Sexting is a form of sexual abuse and as such a referral will be made as a safeguarding concern, involving social services and possibly the police.

## **31 Private Fostering**

31.1 Under the Children Act, 1989, the local authority has a duty to make sure a private fostering arrangement that the child/young person is in provides for their needs and safeguards his/her welfare.

If a member of Moat's staff, governor or volunteer becomes aware that a child/young person may be living in a private foster arrangement it is the responsibility of that person to report the details to the college's Designated Safeguarding Lead (DSL) who will then make further enquiries to try and establish the circumstances.

31.2 The DSL Lead should seek advice from Children's Social Care as to whether the child/young person is in a privately fostered arrangement under the regulations. If this is confirmed upon taking this advice a referral will be made by the DSL to Children's' Social Care.

Essential information for making a referral includes:-

- Full names and dates of birth for the child
- Address and daytime phone numbers for the current carer including mobiles
- The child's address and phone number;
- Whereabouts of the child (and siblings);
- Child and family's ethnic origin;
- Child and family's main language;
- Actions taken and people contacted;
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support;
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
- The details of the person making the referral.

## **32 Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will

have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

### **33 Sexual violence and harassment**

#### **33.1 Context**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

#### **33.2 Staff should be aware of the importance of:**

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

#### **33.3 What are sexual violence and sexual harassment?**

##### **Sexual violence**

It is important that Moat Community College staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.

##### **Sexual harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

### 33.4 The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## 34 Other relevant policies to safeguarding

The governing body’s legal responsibility for safeguarding the welfare of children goes beyond child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour management, including drug use
- Racist incidents
- Preventing extremism and radicalisation
- Anti-bullying
- Physical interventions/restraint
- Special educational needs
- Trips and visits
- Work experience and work-related learning placements
- First aid and the administration of medicines
- Health and safety
- Sex and relationship education
- Site security

- Equal opportunities
- Toileting/intimate care
- ICT and e-safety
- Extended college activities

The above list is not exclusive and when undertaking development or planning of any kind the college will need to consider the implications for safeguarding children and promoting their welfare.

### **35      Contacts**

**College Principal**.....Brian Killeen

**Designated Safeguarding Lead**...David Buckle

Contact number.....01162625705.....

#### **Appointed deputies for safeguarding are:**

.....Nick Anderson      01162625705.....

.....Hetal Sharma      01162625705.....

.....Jo Higham      01162625705.....

.....Jez Holdsworth      01162625705.....

**Chair of governors**.....Jo Hollings

01162625705

**Safeguarding Children’s Unit**

0116 454 2440

**LCC Duty & Advice (includes out of hours)**

0116 454 1004

**Safeguarding in Education**

0116 454 2440

Safeguardingineducation@leicester.gov.uk

**Local Authority Designated Officer (LADO)**

0116 454 2440

**SAFE Project (DV Support)**

0300 123 0918

**Forced Marriage Unit**

Telephone: +44 (0) 20 7008 0151

Email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

Email for outreach work: [fmuoutreach@fco.gov.uk](mailto:fmuoutreach@fco.gov.uk)

**Prevent Coordinator Leicester - Will Baldet**

07403 727727

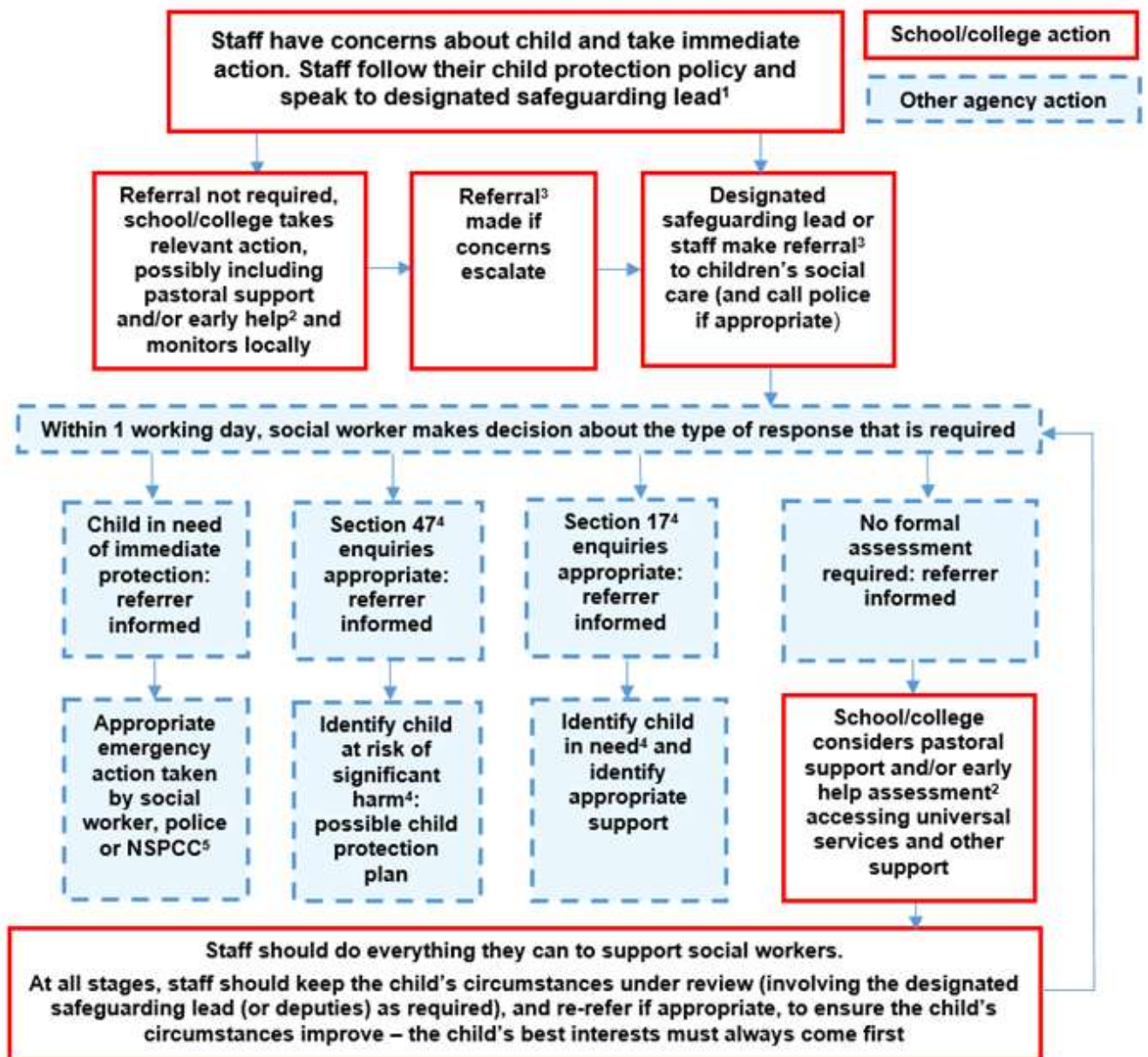
**Review Date:**

August 2022

**Responsibility for Review:**

David Buckle, Vice Principal, DSL

## Appendix 1 - Actions where there are concerns about a child



## Appendix 2 – Definitions and indicators of abuse

### 1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.



## **2. Physical Abuse**

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

## **3. Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

### **3a. Child Sexual Exploitation**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

#### 4. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

## **5. Responses From Parents**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

## **6. Disabled Children**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

### **Appendix 3 - Procedure to follow in cases of possible, alleged or suspected abuse or serious causes for concern about a child**

School staff are in a unique position to identify and help children who may be being abused. Although all schools are required to have a named designated teacher with responsibility for co-ordinating child protection, this should not diminish the role all staff have in protecting children. Child abuse usually comes to the attention of school staff in one of four ways:

- a direct allegation from the child being abused,
- a third party's (e.g. friend, classmate) report,
- through the child's behaviour
- or through observation of an injury to the child.

When a child makes a disclosure, or when concerns are received from other sources, do not:

- investigate,
- ask leading questions,
- examine children,
- or promise confidentiality.

You may ask questions of a clarifying nature – such as 'who, what, where, when, how?' or use the acronym TED – 'Tell me', 'Explain it to me', 'Describe it to me.'

Remember, the way in which you talk to the child may have an effect on any subsequent legal proceedings. You need to be open and non-judgemental. Children making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next.

As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead (DSL). It is important to act swiftly to avoid delays.

As a general guide, it is important to remember the following:

**SECRETS** - A child's trust can place a heavy responsibility on school staff, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

**LISTEN** - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

**REASSURE** - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

**RECORD** - As soon as possible after talking with the child, make a written record of what was said at the time, when and where the conversation took place and who was present. This must be accurate and not interpretation or assumption. Note any colloquial/slang words used by students and any language/behaviour inappropriate for the child's age – do not convert them into proper terms. Remember this may be used in any subsequent legal proceedings so note down too, how the child was behaving and the way in which they told you what was happening. This may indicate how the child was feeling.

For injuries in specific areas, record the location accurately – **DO NOT** take photographs or examine the child yourself.

**REMEMBER** - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom they feel is reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the principal must be informed asap; if the concern is in reaction to the principal, you must speak to the chair of governors. If you feel you cannot speak with your chair of governors, you must use your whistleblowing procedure and contact Duty & Assessment/LADO for advice and support.

## Appendix 4 – Allegations about a member of staff/volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
  - Physical  
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
  - Emotional  
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality
  - Sexual  
For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.
  - Neglect  
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the principal should be informed immediately. The principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The principal should not carry out the investigation him/herself or interview students.
3. The principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows:
  - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the principal will notify the Local Authority Designated Officer (LADO) Team.
  - The LADO Team will liaise with the chair of governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the school's own internal procedures.
  - If the principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
4. Where an allegation has been made against the principal, then the chair of governors takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of the procedure, please refer to the LSCB Website and refer to your whistleblowing procedures.

## **Appendix 5 – Guidelines to staff for avoiding allegations of abuse**

Whilst they may in common law be regarded as acting in loco parentis, teachers and carers in school should remember that they are not able to take the place of parents in providing physical comfort. This is not to say that all physical contact is inappropriate, rather that the professional context demands circumspection and a sense of fitness for purpose.

Teachers of very young children of nursery and Key Stage 1 age will naturally need to engage in more physical contact than teachers of older children. Comforting a distressed child who may just have started school will not be an unusual occurrence. Similarly, in the special school setting, some children may tend towards demanding physical attention. In such circumstances, the contact by the adult will be for re-assurance and may involve physical closeness (e.g. holding the child's hand or placing hands on the child's shoulders). Hugging and kissing would be inappropriate for other than the parent.

Administration of medicines and first aid requires careful codes of conduct and procedures. These should be laid down by local authority or health authority or in individual school guidelines and followed meticulously. As a rule of thumb, teachers should not administer medicines. If the child had an adverse reaction to a medicine given by a teacher, the teacher could be held liable and charged with negligence. Administration of first aid should be undertaken by a qualified first aider. Where none is available, the minimum steps should be taken to ensure the child's safety and the emergency services should be called.

Teachers may sometimes be called upon to intervene physically if a child or children are in danger of injuring themselves or others - as in a fight in the school yard. It is important that in such circumstances the minimum possible reasonable force is used. Where possible another colleague should be called upon to assist, both to minimise the risk of injury to the teacher intervening and to act as witness that reasonable force and no more was used. After such an event a clear record of what took place should be made, including where possible statements from witnesses. The principal should be informed.

One-to-one situations with pupils need to be carefully and consciously managed. Some teaching, as with peripatetic music staff, may often suggest one-to-one organisation. Where pupils can be paired for such lessons, it is preferable. Where this is not possible and in other situations of individual interviews with pupils, it is advisable to use a room with a window where others can see in or to leave the door open. If confidentiality makes this difficult, then another member of staff should be informed that the interview is taking place.

If a child becomes distressed, support and re-assurance should be offered through calming words rather than through physical contact. Teachers should not become involved with children's personal problems beyond listening and being sensitive to them in order to refer the child to the most appropriate source of help or counselling.



## Appendix 6 – Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. 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.

3. 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; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. 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.
  5. Students 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.
  6. Indicators of vulnerability include:
    - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
    - Personal Crisis – the student 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’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 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; and
- Special Educational Needs – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. 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.

8. 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; and
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.