



Child Protection and Safeguarding Policy

Approved Spring 2017

All school policies are reviewed by Governors annually

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Key Contacts for Safeguarding and Child Protection at the School

Designated Safeguarding Lead (DSL)/SPOC: Jules Godfrey, Deputy Head

Contact email: jmg@bournside.gloucs.sch.uk

Telephone: 01242 235555 Ext 502

Deputy Designated Safeguarding Lead (DDSL): Sally Lees, Assistant Head

Contact email: sal@bournside.gloucs.sch.uk

Telephone: 01242 2355555 Ext 483

Deputy Designated Officers

Contact details:

Bev Dixon, Student Support Teacher, 01242 2355555 Ext 454

Clare Lloyd, Student Support Worker, 01242 2355555 Ext 451

Anna Saunders, Head of Year (Sixth Form), 01242 2355555 Ext 431

Kevin Warren, Head of Year (Sixth Form), 01242 2355555 Ext 432

Katie Spencer, Head of Year, 01242 2355555 Ext 419

James Bashford, Head of Year, 01242 2355555 Ext 414

Sarah Bowen, Head of Year, 01242 2355555 Ext 518

Rob Waters, Head of Year, 01242 2355555 Ext 441

Jane Kelly, Head of Year, 01242 2355555 Ext 428

Designated Looked After Children lead: Bev Dixon

Contact email: bd@bournside.gloucs.sch.uk

Telephone: 01242 2355555 Ext 454

Nominated Governor for Safeguarding: Krissy Scott

Contact email: Krissy Scott - admin@bournside.gloucs.sch.uk

Local Authority Designated Officer (LADO): Jane Bee

Telephone: 01452 426994

Local Authority Safeguarding contact numbers and emails

During Office Hours:

Telephone: 01452 426565

Contact email: childrenshelpdesk@gloucestershire.gov.uk

Out of Office Hours: 01452 614194

1. Purpose of Policy

The school fully recognises its responsibilities for safeguarding children. Their welfare and safety is at the heart of our vision 'We aim for every student to develop the knowledge, skills and self-confidence to become the best they can be.' In this policy, a 'child' means all children and young people under 18 years of age.

In accordance with relevant law and guidance (APPENDIX 3 and 4) this policy sets out our procedures for safeguarding and child protection. It applies to the whole school community. Safeguarding and promoting the welfare of children is everyone's responsibility who works or volunteers in the school. Consequently, everyone who comes into contact with our students has a role to play in safeguarding and child protection. In doing so, all staff and volunteers should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. We recognise that because of the day to day contact with students, school staff and volunteers are well placed to observe signs of harm, abuse, neglect, victimisation and/or exploitation. The school will therefore ensure arrangements are in place to safeguard and promote the welfare of students by:

- Maintaining an environment where all students feel secure, are encouraged to talk, and are listened to
- Ensure all students know the adults in the school who they can approach if they have worries
- Teaching students to keep themselves safe from all forms of abuse including; child sexual exploitation, female genital mutilation, forced marriage, extremism, radicalisation, and peer on peer abuse
- Appointing senior members of staff to fulfil the roles of Designated and Deputy Safeguarding Leads
- Providing effective, ongoing training and development for all staff
- Addressing concerns and making robust referrals to other agencies, at the earliest possible stage
- Developing effective links with relevant agencies in all matters regarding safeguarding and child protection
- Monitoring and supporting students who are subject to child protection plans, contributing to the implementation of the plan
- Keeping meticulous, written records of concerns about students, even where there is no need to refer the matter immediately (dates, times, person/s responsible and actions) ensuring all records are kept securely
- Ensuring the suitability of all staff through safe recruitment practice
- Ensuring all school staff and volunteers understand their responsibilities with regard to safeguarding and child protection
- Ensuring that parents and carers have an understanding of the responsibility placed on the school and its staff for safeguarding and child protection
- Maintaining awareness of those students who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols
- Maintaining clear procedure for reporting allegations against staff members.

2. Safeguarding Children

2.1 Safeguarding covers a broad range and aims to achieve the following:

- Protecting children from maltreatment
- Preventing impairment of children's health and/or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable children to have optimum life chances, so they can enter adulthood successfully.

2.2 As part of meeting a child's needs the school:

- Recognises the importance of information sharing between professionals and other agencies as vital in identifying and tackling all forms of child abuse, including the prevention of child sexual exploitation, trafficking, female genital mutilation, forced marriage and radicalisation
- Will ensure any fears about sharing information will not be allowed to stand in the way of protecting the safety and welfare of any child
- Will identify students who may be suffering from significant harm and make child protection referrals
- Identify students who need extra help and make appropriate referrals, including to early help service, to prevent concerns escalating.

We will therefore follow the procedures set out in this policy, and in line with our Local Authority Safeguarding Children Board and the Statutory Guidance as follows:

Keeping Children Safe in Education Statutory Guidance found here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Multi-agency statutory guidance on female genital mutilation found here:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Working Together to Safeguard Children Statutory Guidance found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Other sources of statutory guidance:

- The Children Act 1989
- The Children Act 2004
- The Education Act (section175/157)
- The Education (pupil information) (England) Regulations 2005
- Statutory Guidance issued under section 29 of the Counter Terrorism and Security Act 2015
- Prevent Duty Guidance for England and Wales – September 2015

2.3 Related policies

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as staff conduct, health and safety, bullying, online safety, arrangements for meeting medical needs, providing first aid and/or intimate care, drugs and substance misuse, positive behaviour management and the use of physical intervention and restraint.

This document must therefore be read, used and applied alongside the school policies and procedures referred to below:

- The Single Central Record of identity, qualification and vetting checks for all staff and volunteers
- The staff recruitment and selection processes, in line with the Children’s Workforce Development Council procedures
- Local Authority policies on dealing with allegations against members of staff
- The guidelines for visitors
- The Safer Working Practices guidelines for staff and volunteers.
- The E-safety and Information Technology Acceptable Use Policy
- The guidelines for using a computer and personal technology in school (students)
- The school’s ‘Ladder of Consequences’ in relation to the acceptable use of ICT equipment by students
- The Behaviour and Anti-bullying policy

- The Confidentiality Policy
- The Health and Safety policy
- The Trips and Visits Policy
- The Whistle Blowing policy

3. Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children.

3.1 All staff working (including visiting staff) in the school are required to:

- Observe and comply with the staff code of conduct
- Attend all relevant training and development provided by the school
- Know how to deal with a disclosure; if a student discloses to a member of staff that they are being abused, the staff member should follow guidance set out in APPENDIX 1 A & B
- Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputy, in line with the Child Protection Procedures and legal duty for reporting FGM, set out in paragraph 4
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to peer on peer abuse as outlined in Paragraph 4. Further information can be found in APPENDIX 2
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email
- Be aware of the early help process, this includes identifying emerging problems, liaising with the Designated 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.

3.2.1 The Governing Body will:

- Assess the impact of this policy in keeping children safe
- Contribute any local, contextual information that may support children's safety and welfare
- Appoint a nominated governor to liaise with the Headteacher and Designated Safeguarding Lead (DSL) on Safeguarding issues
- Receive and consider regular reports from the Headteacher about the effectiveness of safeguarding and child protection at the school
- Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children, including those looked after children, safe.

3.2.2 The Headteacher will:

- Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored
- Ensure that whilst the activities of the Designated Safeguarding Lead (DSL) can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the DSL
- Meet regularly with the DSL
- Attend advanced training with an accredited provider
- Ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns and can make appropriate referrals, including to early help services

- Ensure that all staff and volunteers are trained sufficiently so that they have the skills, knowledge and understanding necessary to keep students safe at all times, including on site, when attending alternative provision, educational visits off site or work-related learning
- Appoint a designated teacher to promote the educational achievement and welfare of students who are looked after and to ensure that this person has appropriate training
- Communicate clearly to school councillors, visitors, parents and students so everyone understands the school's safeguarding policy and procedures
- Appoint a DSL and Deputy DSL giving consideration to the range of responsibilities the DSL undertakes e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences
- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff online areas and the website (along with this policy)
- Report to the Governing Body regularly regarding the effectiveness of safeguarding and implementation of related policy
- Ensure safe recruitment practice is followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff
- Ensure the school offers a safe environment via a robust health and safety policy to meet the statutory responsibilities for the safety of students and staff at the school.

3.2.3 The Designated Safeguarding Lead is responsible for:

- Being available term time during school hours (or the Deputy DSL in their absence) for staff or volunteers to discuss any safeguarding concerns
- Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Headteacher apprised
- Ensuring the school's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance outlined in APPENDIX 3 and 4
- Being aware of the latest national and local guidance and requirements and keeping the Headteacher and staff informed as appropriate
- Attend accredited, enhanced training, each year, as required to fulfil the role
- Ensuring that appropriate training for staff is organised according to the agreed programme with the Headteacher and renewed through ongoing professional development
- Ensuring families are fully aware of the school policies and procedures and kept informed and involved
- Ensuring that effective communication and liaison takes place between the school and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to a student
- Ensuring that all staff have an understanding of child abuse, neglect and exploitation and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs and disabilities (SEND)
- Maintaining details of any looked after child's social worker and the name of the Virtual School Head (in the authority that looks after the child)
- Working with the relevant Virtual School Head to discuss how funding can be best used to support the progress of looked after children at the school and meet the needs identified in the student's personal education plan
- Dealing with allegations of abuse in accordance with local and statutory procedures
- Supporting the staff member in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate
- Ensuring that adequate reporting and recording systems are in place
- Liaising with the Governing Body's nominated governor for Safeguarding
- Ensuring relevant records are passed on appropriately when students transfer to other schools, or are being educated at alternative provision or off site education

- Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the school and ensures liaison to support the welfare and safety of the child
- Undertake the Gloucestershire Children and Safeguarding Board (GCSB) annual safeguarding audit.
- The Designated and Deputy Safeguarding Lead will meet regularly with the Headteacher to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely at each staff and/or Senior Leadership Team (SLT) meeting.

4. Child Protection Procedures

4.1 A child in immediate danger or at risk of harm - a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made. Please note specific Female Genital Mutilation (FGM) Mandatory Reporting Duty below.

4.2 Allegations of Abuse - APPENDIX 1 and 2 provide guidance about child abuse categories, potential signs of abuse and specific procedures about how to deal with a disclosure. When a member of staff suspects that any student may have been subject to abuse, or a student has suggested that abuse has taken place either to themselves or another student, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL if the DSL is off site.

The DSL (or Deputy DSL if the DSL is off site) will ensure the allegation is acted on within the school day (including extended hours).

The DSL will ensure that the Headteacher is informed of all allegations and how they are dealt with.

The DSL will deal with the allegation in accordance with the agreed procedures.

The DSL will be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.

It is best practice to ensure that all colleagues who are involved in the allegation are informed of the outcome to ensure there is closure or continual vigilance as necessary.

The FGM Mandatory Reporting Duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires teaching staff to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe 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 that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

4.3 Allegations against Members of Staff

All allegations of abuse made against a member of staff in relation to a student must be brought to the attention of the Headteacher and Designated Lead Safeguarding immediately.

In the event the Headteacher is the subject of the allegation, the DSL should report to the Chair of Governors immediately to establish (as outlined in KCSIE 2016) 'the nature, content and context of the allegation' and agree the appropriate course of action. In some cases, allegations may be so serious, that they will require immediate intervention by the police and or children's social care services (see page 2 for contact details, including LADO).

If the allegation meets any of the following criteria, the Headteacher (or other lead person) must report it to the Local Authority Designated Officer the same day (see page 2 for contact details of LADO). If it is alleged that a teacher or member of staff (including a volunteer) has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

For other allegations the Headteacher and DSL will decide if further enquiries are required prior to referral to the Local Authority Designated Officer.

Where the Headteacher considers that a referral may be warranted under Child Protection Procedures when an allegation appears to meet the criteria, the Headteacher must inform the Local Authority's Designated Officer.

The Local Authority's Designated Officer must be informed of all allegations that come to the school's attention that meet the criteria so that he/she can consult police and social care colleagues as appropriate. The Local Authority Designated Officer should also be informed of any allegations that are made directly to the police or to children's social care. All alleged physical injuries must be investigated by the appropriate external agencies.

4.4 Training and development of staff

The school ensures all staff complete safeguarding and child protection training as part of their induction. The school also has a commitment to updating training for all staff each year and for appropriate staff to attend Local Authority and Inter-Agency Safeguarding Board Meetings. To achieve this:

- Time will be given to enable this commitment to be met
- The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant training every year
- All staff and volunteers new to the school will be given appropriate Safeguarding training as part of their induction programme to the school. Updates will feature regularly in all staff and SLT meetings, as appropriate
- All school staff and Governing Body members will undertake the training at least every two years as organised by the DSL
- Newly recruited staff will complete the online training as part of their induction and will receive School specific training including being made aware of local risk factors for extremism
- The DSL will attend Local Authority and other training courses as necessary and other appropriate inter-agency training every year
- The DSL will attend Prevent training (WRAP) as provided by the Home Office and Local Authority
- The Headteacher will attend advanced training with a designated provider.

4.5 Suitability of staff and safe recruitment practices

The school recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people. Consequently, we will ensure that staff and volunteers working at the school are suitable to do so, therefore, they do not pose any kind of risk to our students.

Appropriate members of SLT are required to complete Safer Recruitment Training in order that one panel member on every selection panel is trained in 'Safer Recruitment'. Online training can be obtained from the NSPCC found here:

<https://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/>

5. Safeguarding students who are vulnerable to extremism; the Prevent duty

5.1 The School's Prevent strategy

We follow the statutory guidance on the school's responsibility to dispense our Prevent Duty, APPENDIX 3.

In addition, through the Bournside' Charter and the Behaviour and Anti- Bullying policy, the school provides a platform to ensure students are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The school is aware there have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children 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.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children to become involved in terrorist activity, the school recognises some, from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

In line with fundamental British Values and the Bournside Charter the school values inclusion, tolerance and the freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning the community in which the school is based. 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 subject to treating others with respect, understanding differences, equality, an awareness of human rights, community safety and community cohesion. The Prevent statutory guidance requires school to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable.

Visiting speakers will be expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the school may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the school site, will be supervised by a school employee. On attending the school, visiting speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence. The school shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

The school is committed to working with the local authority and other local partners, families and communities to play a key role in ensuring young people and our communities are safe from the threat of terrorism.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details are:

The Home Office statutory Prevent duty guidance can be accessed on:
www.gov.uk/government/publications/prevent-duty-guidance

The DfE non-statutory Prevent Duty guidance can be accessed on:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The Channel general awareness course can be accessed on:
http://course.ncalt.com/Channel_General_Awareness/01/index.html

5.2 Risk reduction

The Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Actions will include consideration of the school's RE curriculum, PSCH EE curriculum, SEND policy and assembly content. Risk assessment will include the use of school premises by external agencies, integration of students by gender and SEND, anti-bullying policy and other issues specific to the school's profile and community.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist/radical ideology. As with managing other safeguarding risks, all school staff are alert to changes in student's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff are advised to use their professional judgement in identifying students who might be at risk of radicalisation and act proportionately.

The school recognises that the Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. Some of the indicators school staff look out for include:

- Vulnerability: identity crisis, personal crisis, migration, unmet aspirations and history of criminality
- Access to extremist influences: through friendship groups, internet activity, activities broad i.e. military camps, child vocalising support of illegal or extremist/militant groups
- Experiences and influences: social rejection, personal impact from civil unrest and wide spread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews, verbal or written evidence of support for terrorist activities
- Travel: pattern of travel regular extended travel, evidence of falsifying identity documents, consideration of unexplained absences
- Social factors: disadvantaged background, lack of empathy and/or affinity with others, severe learning difficulties or mental health, being a child of a foreign national or refugee, experience of trauma or sectarian conflict, extremist views of a significant other.

5.3 Response

The school will identify a Prevent Single Point of Contact (SPOC) who will be the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The responsibilities of the SPOC are described in APPENDIX 5.

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 SPOC and/or the Designated Safeguarding Lead (if this is not the same person) and record the concerns.

If there is a concern that a young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern.

In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel panel for screening and assessment.

More information on Channel Programme is available via:
<https://www.gov.uk/government/publications/channel-guidance>

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

5.4 Training

The school will ensure that the DSL and SPOC (if different) will complete a local Workshop to Raise Awareness of Prevent (WRAP) and that this training will be cascaded to staff as part of the annual CPD training programme, this will be the responsibility of the DSL/SPOC.

6. Safeguarding students who are vulnerable to exploitation, child sexual exploitation, forced marriage and female genital mutilation

6.1 Child Sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity a) in exchange for something the victim needs or wants, and or b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

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 and 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, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders

- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

6.2 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. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India and Bangladesh (approx. 60% of the cases) together with a percentage of cases of children origination from the Middle-East and African countries.

A signal of FM is the removal of the students from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Local Police Safeguarding Unit email or by phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.

6.3 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.

All teachers have a mandatory responsibility to report FGM if they discover it (through disclosure not physical examination) to the police and informing the DSL immediately who will support (the Deputy DSL will take on this responsibility if the DSL is not available).

Multi-agency statutory guidance on female genital mutilation can be found here:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

The Home Office have published information on the mandatory duty to inform police, which can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition

- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

No. The Home Office have also developed an FGM information sheet to raise awareness about the law. This is also available on their website in different languages:

<https://www.gov.uk/government/publications/statement-opposing-female-genital-mutilation>

Further guidance and information is available from:

NSPCC FGM Helpline

Contact days and times: 24 hours

Tel: 0800 028 3550

Email: fgmhelp@nspcc.org.uk

FORWARD (Foundation for Women's Health Research and Development)

A leading national organisation working on FGM

Tel: 020 8960 4000

Website: <http://www.forwarduk.org.uk/>

- Circumstances and occurrences that may point to FGM happening:
- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra 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.

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.

The 'One Chance' rule. As with Forced Marriage, there is the 'One Chance' rule. It is essential that school take action without delay.

Additional guidance and can be found at: <https://www.gov.uk/> and www.nspcc.org.uk for safeguarding and protecting all children from:

- child sexual exploitation (CSE)
- female genital mutilation (FGM)
- forced marriage
- anti-radicalisation and the Prevent strategy
- children missing in education (CME)

7. Procedure for students identified as being 'at risk' or vulnerable to exploitation, child sexual exploitation, forced marriage or female genital mutilation

Where risk factors are present but there is no evidence of a particular risk then the will DSL/SPOC advise staff on preventative work that can be done within the school to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the student's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on the level of concern and through agreement with the parent and the student (as far as possible) –

- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The School will review the situation after taking appropriate action to address the concerns.

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to Social Services or involving the local Safeguarding Children's Board.

If the concerns about the student are significant and meet the additional needs/complex need criteria it the Local Authority, he/she will be referred to the MASH. This includes concerns about a student who is affected by the behaviour of a parent or other adult in their household.

All staff are aware that if they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 are under a legal obligation to inform the police and DSL immediately. If the DSL is not available, the Deputy DSL will undertake this responsibility.

8. Children Missing in Education

Bournside School believes that all students, regardless of their circumstances or background are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs.

8.1 The school operates a stringent attendance tracking system that is over seen by a member of the leadership team. The tracking and use of effective attendance management strategies enables the school to ensure every child is accounted for.

8.2 The school undertakes to tackle Persistent Absentees and reports on children who are persistently absent from school and the interventions and support being put in place to the Local Authority (Education Performance and Inclusion Team).

8.3 The school will only authorise leave of absence in exceptional circumstances. The Headteacher will determine the length of time that the child can be away from the school.

8.4 The school recognises that some children seeking leave of absence, are vulnerable to risk of abuse, neglect or travelling to conflict zones, or at risk of FGM or forced marriage. The DSL will, as soon as a concern is established, alert the Local Authority.

8.5 Attendance staff are trained to look out for these triggers and the school works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff. Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on an annual basis.

8.6 Student absence will be followed up on a daily basis as a matter of priority. Unless circumstances indicate that a student is at risk and immediate action is necessary, the Local Authority will be

informed of every student who has a continuous period of unexplained absence of three days or more.

The admissions register at the school is kept up to date and the Local Authority is informed of all students who are removed from the school roll when they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- have been permanently excluded.

The local authority will be informed as soon as the grounds for deletion are met, in line with the local authority guidelines, but no later than deleting the student's name from the roll.

No student will be removed from a school roll until all safeguarding checks have been completed or the whereabouts of a student have been established.

9. Online Safety

9.1 Our ESafety and Acceptable use of Technology Policy can be found on the school website or upon request. It must be read alongside this document.

9.2 It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the school ensure appropriate filters and appropriate monitoring systems are in place. The school's system is SWGFL.

9.3 Online safety is included in our curriculum provision and ensures children are taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through personal, social, health and economic education tutorials and/or through sex and relationship education (PSCHEE).

Although appropriate blocking is essential, it does not restrict our students learning or lead to unreasonable restrictions as to what our students can be taught with regards to online teaching and safeguarding.

This policy sets out specific measures that ensure students in the school work safely, including protection from terrorist or extremist material, peer abuse and bullying via online platforms, including sexting.

10. Looked after children

10.1 All staff should have awareness of issues around safeguarding looked after children. The leadership team should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

10.2 Staff need to be aware of the legal status of a looked after child's care arrangements. In particular, they should ensure that appropriate staff have the information they need in relation to a student's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the student's

care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead should have details of the student's social worker and the name of the virtual school head in the authority that looks after the student.

10.3 The Headteacher must appoint a Designated Teacher to promote the educational achievement of students who are looked after and to ensure that this person has appropriate training.

11. Liaison with the virtual head

11.1 Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority.

11.2 The school's Designated Teacher for looked after children will work with the virtual school head to monitor the child's welfare and discuss how funding can be best used to support the progress of the child and meet the needs identified in the student's personal education plan.

12. Children with special educational needs and disabilities

12.1 The School fully recognises the importance of awareness around additional vulnerabilities of children with special educational needs and disabilities (SEND). Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges.

12.2 Staff at the school will be supported through training and development to know that additional barriers can exist when recognising abuse and neglect in this group of children for example: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Students with special educational needs and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs.

13. Children who harm other children (Peer on peer abuse)

The school recognises that children are capable of abusing their peers. Examples of this may include when children are violent or cause danger towards other children. It can also be when children sexually abuse other children – please refer to APPENDIX 2.

Where a student's behaviour causes significant harm to other students, staff should follow the child protection procedures for the school. The DSL will refer the child in line with the local area safeguarding protocol for these children. See page 2 for contact details.

14. Confidentiality and Record Keeping

14.1 Staff have the professional responsibility to share relevant information about the protection of children with the DSL and potentially external investigating agencies under the guidance of the DSL.

14.2 If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively that he/she has a responsibility to refer the matter to the DSL for the student's own sake.

14.3 Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual students. If a teacher or any other staff have a child protection concern they should inform the DSL or Deputy DSL as soon as possible. These will be kept on the student's Child Protection file.

14.4 Child Protection records must be kept secure and arrangements in the school must comply with the Data Protection Policy. The DSL will ensure that all Child Protection records are kept separately

from student records and stored securely, by encryption and/or password protecting electronic files or ensuring that paper records are in a locked cabinet with restricted access. Information from child protection files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation.

14.5 Upon receipt of any request regarding direct access to school documentation on a Child Protection file, the Headteacher and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.

In the event of a student who is being dealt with under the school's child protection procedures transferring to another school, the school will:

- Find out the name of the receiving school (and, where appropriate the Local Authority)
- Contact the relevant member of staff at that school to discuss the transfer
- Securely send all information relating to the student to the receiving school (and where relevant the Local Authority)
- Check with the receiving school that the student has actually arrived there on the expected day; and inform all relevant agencies of the transfer.

14.6 Any external individual or organisation contracted by the school to work with school students must report any child protection incidents or disclosures from students to the Headteacher or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the school, be required to work in accordance with the school's child protection and safeguarding policy.

15. Working with Parents

- The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of our students. The school will:
- Make parents aware of the school's statutory role in safeguarding and promoting the welfare of students, including the duty to refer students on, where necessary, by making all policies available on the website and on request
- Consider the safety of the student and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents
- Work with parents to support the needs of their child
- Aim to help parents understand that the school has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers
- Provide advice and signpost parents and carers to other services where students need extra support.

16. Health and Safety

16.1 The Headteacher will ensure that there is a robust Health and Safety Policy to meet the statutory responsibility for the safety of students and staff at the school. The Headteacher will identify and manage risk through the use of risk assessment carried out:

- On an annual basis for the school learning spaces and environment in and outdoors
- For all school trips and educational visits
- For students travelling between locations during the school day
- For all work-based learning on work experience placements
- When a student returns following an exclusion due to risky or violent behaviour
- When there are any changes to the premises or practices
- Following a serious accident in relation to staff and/or students
- High level risk associated with contact with parents

- To maintain effective security of the premises including protection from intruders, trespassers and/or criminal damage.

16.2 Visitors and contractors will be expected to:

- Report to the school reception on arrival
- Provide proof of identity
- Wear a name badge at all times
- Receive suitable supervision by school staff when on site
- Be made aware of the arrangements for safeguarding, health and safety
- Comply with the relevant vetting checks specified through the school's recruitment process.

17. Equal Opportunities

The school and Governing Body must take into account Equality, Diversity and Values Policy when discharging their duties under this policy.

18. Monitoring and Review of this Policy

18.1 The Designated Safeguarding Lead (DSL) will monitor the working of this policy and will report as required to the Headteacher and the nominated governor.

18.2 The Headteacher will report regularly to the Governing Body about safeguarding and on the working of this policy.

18.3 The school will actively evaluate the effectiveness of this policy by monitoring staff's understanding and application of the procedures.

18.4 The annual safeguarding audit and related evidence will be used to ensure that safeguarding systems and processes are working effectively at the school.

Appendix 1 - Staff Guidance

A. Procedures in respect of Child Abuse

Child abuse exists where children have been physically or emotionally abused or severely neglected. Abuse of children is likely to be noticed by the school staff and Health Workers or Education Welfare Officers. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

This school has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by the school.

In the event of an actual or suspected case of child abuse by adults, parents, teachers or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as soon as possible. The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency involved. The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority, and may call on appropriate members of staff for reports. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Staff leading school off-site visits, particularly residential ones, should provide a list of those students taking part to the Designated Safeguarding Lead (DSL) to ensure that they are made aware of all essential information relating to the students in their care.

A confidential register will be maintained of all those students known to be at risk. Names will be entered on the register if it is confirmed by the Local Authority that the child is actually at risk.

B. Guidance for all staff on dealing with disclosure / suspected abuse / neglect

I. Dealing with disclosures of abuse

- Always listen carefully and quietly – do not press for any evidence at all
- Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern
- Do not refute the allegation
- Show that you care through open and reassuring facial and body language
- Do not interrogate or ask leading questions (it could later undermine a case)
- Ensure you take a written verbatim account of the child's disclosure.

II. At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them
- Do not promise to keep the allegation secret or that 'everything will be alright'
- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance
- Do not admonish in any way e.g. 'I wish you had told me sooner'
- Inform the DSL initially verbally
- Under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL
- If the child agrees, and it is appropriate, take them with you to the DSL
- With the DSL, prepare a detailed report itemising:
 - -the information revealed by the student with absolutely no opinion
 - actions taken by yourself, including when the suspicions were reported, to whom the - suspicions were reported and follow-up action taken within the school
 - date and sign any written record of events and action taken and keep confidential and secure
 - you must keep, in absolute confidence, a copy of the report, as will the DSL
- The DSL keeps Child Protection records centrally and securely and are not kept in the child's file
- All staff are under a duty to report all suspicions of abuse to the DSL
- The DSL is responsible for passing on these concerns to Children's Services
- Accurate records are essential in the event of further investigations

III. If you see or hear something that concerns, you:

- Don't ignore it
- Upload all information to PAM and seek advice immediately from your DSL
- Don't feel silly – if it worries you, someone else needs to know
- If it is something related to safeguarding, but not a child whose safety is immediately at risk – inform the appropriate Pastoral Leader via PAM (private setting), and follow up with a one line email notifying the DSL that there is a safeguarding concern
- If it is related to a child being at risk – see the DSL, or Deputy DSL immediately and definitely before the child goes home that day
- All staff may raise concerns directly with Children's Services. If they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff
- Concerns about adults in the school should be made directly to the Headteacher.

Child Protection Procedures – Points of action

1. Discovery or suspicion of child abuse

Inform the DSL. The DSL will, in the appropriate manner and according to procedures, assess the situation.

2. The DSL will, if appropriate, take the following steps:

- Where it is clear that a Child Protection Referral (significant harm) is needed, contact Social Services without delay
- Where the DSL is not sure whether it is a Child Protection issue, or where the DSL needs to check the Child Protection register, they may seek advice from the MASH (Multi Agency Safeguarding Board)
- Follow locally agreed protocols which can be found on the Local Authority Safeguarding Children's Board website.

3. The DSL will attend a Child Protection Conference

We recognise the importance of multi-agency working and will ensure that staff including the DSL are able to attend all relevant meetings, case conferences, core groups and strategy meetings.

Appendix 2 - Information on child abuse and categories of abuse

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

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

In a situation where abuse is alleged to have been carried out by another peer, the child protection procedures outlined in this policy should be adhered to for both the victim and the alleged abuser; that is, it should be considered a child care and protection issue for both children.

All abusers must be held accountable for their behaviour and work must be done to ensure that abusers take responsibility for their behaviour and acknowledge that the behaviour is unacceptable. If there is any conflict of interest between the welfare of the alleged abuser and the victim, the victim's welfare is of paramount importance.

Abusive behaviour which is perpetrated by peers must be taken seriously. It is known that some adult abusers begin abusing during childhood and adolescence, that significant numbers will have suffered abuse themselves and that the abuse is likely to become progressively more serious. Early referral and intervention is therefore essential in line with paragraph 2 of this policy.

Peer on peer abuse can manifest itself in many ways. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. It could be through 'sexting' using online communications, text or image messaging. Please refer to the online safety policy for further information, Child Exploitation Online Protection Centre (CEOP) for further guidance on sexting at <http://www.ceop.police.uk/>

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 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 opportunity 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 exploring or learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children to frequently feel frightened or in danger, exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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 include 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 acts of sexual abuse as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic or 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.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Training will be provided to all staff on the 'signs of abuse'.

Signs of Abuse in Children:

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

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

- must be regarded as indicators of the possibility of significant harm
- justifies the need for careful assessment and discussion with the Designated Safeguarding Lead
- 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/carers
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- persistently avoid child health promotion services and treatment of the child's episodic illnesses
- have unrealistic expectations of the child frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- be absent or misusing substances
- persistently refuse to allow access on home visits
- be involved in domestic abuse.

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" 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.

Bruising

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

- Two simultaneous bruised eyes, (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, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human 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.

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 of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. 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.

Scars

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

Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

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

Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct

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

Some physical indicators associated with this form of abuse are:

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

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.

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

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

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

Abusive sexual activity including 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:

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

2. 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.

3. 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.

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 irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive period.

Appendix 3 - Prevent Duty for schools

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Appendix 4 - The schools's Statutory Duty

This policy sets out how the school will meet its' statutory duty under section 175 of the Education Act 2002, to safeguard and promote the welfare of our students. It has been developed in accordance with the law and guidance found at <https://www.gov.uk/> that seeks to protect children, including:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, updated September 2016, DfE
- Working Together to Safeguard Children, April 2015, HM Government
- Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016, HM Government.
- Information about mandatory reporting of female genital mutilation, January 2016, Home Office
- Protecting Children from Radicalisation: the prevent duty, August 2015, DfE
- Prevent Duty Guidance: England and Wales, March 2015
- Inspecting safeguarding in maintained schools and academies, April 2015, Ofsted
- Inspecting safeguarding in safeguarding in early years, education and skills settings, August 2015, Ofsted
- Competence Still Matters: Safeguarding training for all employees and volunteers 2014, LSCB
- Safeguarding in Schools: Best Practice, Ofsted
- The Children Act 1989 and 2004 and The Education Act 2002
- Mental Health and Behaviour in Schools: Departmental Advice, 2014
- Multi-agency statutory guidance on female genital mutilation, HM Government, 2016

Appendix 5 - SPOC Responsibilities

Raising Awareness

The Prevent Single Point of Contact (SPOC) role is to raise awareness around this agenda and promote the necessity to safeguard vulnerable children and adults from being exploited and

recruited into violent extremism. It is expected that the SPOC will promote their position and responsibility, providing advice and guidance to staff within their school. The Channel coordinators have a range of training packages available to help raise awareness, by training your trainers the aim is to mainstream this safeguarding agenda.

Receiving Referrals

It is expected that once a staff member within the school identifies an individual vulnerable to radicalisation that they contact the SPOC first to discuss the case internally. If deemed suitable, the staff member will then be asked to complete the Referral and Assessment Form (RAF). This should then be emailed to the Channel coordinator at: channel.project@gmp.police.uk.

The Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. (At no point will the person be created on a criminal records system.) The coordinator will then complete a case summary and return it to both the SPOC and the staff member. The SPOC should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using our list of SPOCs from other agencies to help ensure the right people are brought to the multi-agency meeting.

Finding Out More: http://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together_bkml.pdf
'The Prevent Strategy: A Guide for Local Partners in England'

www.counterextremism.org/resources/details/id/45/the-prevent-strategy-a-guide-for-local-partners-in-england-stopping-people-becoming-or-supporting-terrorists-and-violent-extremists