

# *St Luke Academies Trust*



## *Child Protection and Safeguarding Policy*



**Presented to Directors: December 2016**

**Adopted by Directors: December 2016**

**Review date: Autumn 2017**

**Name of school:-**  
Our Lady of Walsingham Catholic Primary School

**This policy (pages 1- 20) is reviewed annually by the governing body, and was last reviewed on:-**  
**October 2016**

**Signature ..... (Chair Governors)**

**Print Name: Eamonn McAuley**

**Signature ..... (Headteacher)**

**Print Name: Maire Hayes**

**Signature ..... (Designated Safeguarding Lead)**

**Print Name: Maire Hayes**

<b>CONTENTS</b>	<b>Page</b>
Named staff & initial contacts	4
Introduction	5
Safeguarding Commitment	6
Roles and Responsibilities	
General	7
Governing Body	7-8
Headteacher	8-9
Designated Safeguarding Lead	9-10
Records, Monitoring and Transfer	10
Support to pupils and School Staff	10-11
Other Relevant Policies	10-11
Recruitment and Selection of Staff	12
Other Commitments	12-17
Useful links – Local and National	17
Appendix 1 – Definitions of abuse	20-26
Appendix 2 - Procedure to follow in cases of possible, alleged or suspected abuse	26
Appendix 3 - Procedure for allegations against staff and volunteers	28
Appendix 4- Child Protection Concern Form	30
Appendix 5 – Child Protection Follow Up Form	31
Appendix 6- Record sheet for physical signs	32

Appendix 7- Safer Practice Guidelines	33
Appendix 8 – Additional Information	34

### **Named staff and initial contacts**

Designated Safeguarding Lead: Maire Hayes

Deputy Designated Safeguarding Leads: Rachael Byrne, Luke Politano, Sineaid Murphy-Langdon, Leanne McGinty

Nominated Safeguarding Governor: Donna Gallagher

### **Safeguarding, advice and training contacts:**

#### **Safeguarding Referrals must be made in one of the following ways:**

- By telephone contact to the Multi-Agency Safeguarding Hub: **0300 126 1000**;
- By e-mail to: [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk);
- By using the online referral form found at <http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>
- In an emergency outside office hours, by contacting the Emergency Duty Team or the Police.
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**

### **Multi-Agency Safeguarding Hub (M.A.S.H)**

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

### **For referrals regarding adults in education:**

**Designated Officers (formerly LADO)**

**01604 367677**

[LADOREferral@northamptonshire.gcsx.gov.uk](mailto:LADOREferral@northamptonshire.gcsx.gov.uk)

## 1 Introduction

- 1.1 **Our Lady's Catholic Primary School** fully recognises the contribution it can make to protect children and support pupils in school. The pupils' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility all professionals should make sure their approach is child-centred. This means at all times we should, at all times consider what is in the **best interest** of the child.

We are clear that safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or at risk of being harmed. This policy is based on advice from:

- the legal duty on schools to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]
- the statutory guidance *"Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges"* –2016
- The government's *'Working Together to Safeguard Children'* March 2015 which sets out statutory guidance for agencies
- The government's *'Advice for practitioners on Information Sharing'*. March 2015
- The government's *'What to do if you are worried a child is being abused.'* March 2015
- The Northamptonshire Safeguarding Children Board (NSCB) Procedures, which contain procedures and guidance for safeguarding children.

- 1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

- 1.4 This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of **all** staff. We ensure that all parents and other working partners are aware of our child protection policy by highlighting it in our school prospectus and on our school website, displaying appropriate information in

our reception area and parent information boards and by raising awareness at meetings with parents.

#### 1.5 Extended School Activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

## 2 Safeguarding Commitment

2.1 The school adapts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;
- Ensure that children know that there are adults in the school 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 (including online), and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks.

#### 2.3 Safeguarding in the Curriculum

The following areas are among those addressed in PSHE and in the wider curriculum:

Bullying/Cyberbullying

Diversity issues

Domestic violence / Relationships

Drug, alcohol and substance abuse

E Safety / Internet Safety

Extremism/Radicalisation including PREVENT

Fire and Water Safety

Protective Behaviours  
Road Safety  
Sexual Exploitation of Children (CSE)  
Sexting  
Stranger Awareness  
Other safeguarding issues as relevant. E.g. gang activity

### **3 Roles and Responsibilities**

#### **3.1 General**

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

#### **3.2 Governing Body**

In accordance with the Statutory Guidance *“Keeping Children Safe in Education” – 2016*, the Governing Body will ensure that:

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly;
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- There is a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and that there is always cover for this role;
- The Designated Safeguarding Lead undertakes local training (in addition to basic child protection training) and this is refreshed every two years;
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (in compliance with the NSCB Learning and Development Strategy) and that new staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities. The Local Authority pocket guide, “Making

Children Safer”, the “Keeping Children Safe in Education - 2015 – Information for all School and College Staff” and the “Staff Code of Conduct” will be used as part of this induction;

- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Designated Officer formerly (LADO);
- Effective policies and procedures are in place and updated annually including a behaviour policy/“code of conduct” for staff and volunteers. Information is provided to the Local Authority (on behalf of the NSCB) through the Annual Section 11 Safeguarding Return; For schools this responsibilities is covered in the Education Act 2002
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- The school contributes to inter-agency working in line with statutory guidance “*Working Together to Safeguard Children*” 2015 and *Northamptonshire County Council’s “Thresholds and Pathways Document”* including providing a co-ordinated offer of early help for children who require this through the Early Help Assessment process. Safeguarding arrangements take into account the procedures and practice of the local authority and the Northamptonshire Safeguarding Children Board (NSCB).

### 3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Designated Officer (formerly LADO);
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;

- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police.

### 3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in *Annex B of "Keeping Children Safe in Education" 2016* and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection;
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to Multi-Agency Safeguarding Hub (and/or Police where a crime may have been committed);
- Acting as a source of support, advice and expertise within the school;
- Attending and contributing to child protection conferences when required;
- Ensuring each member of staff has access to and understands the school's child protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance - the Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education" - 2015 – Information for all School and College Staff" and the "Staff Code of Conduct";
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Obtaining access to resources and training for all staff and attend refresher training courses every two years including Prevent awareness training.  
In addition to the formal training set out above, the DSL's knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSL, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Where children leave the school, ensuring that their child protection file is handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/college as soon as possible. A receipt should be obtained

- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on “Records and Monitoring” below.
- During term time the DSL or DDSL should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. There will always be a Designated Safeguarding member of staff on site during school time. Out of term time the DSL will ensure adequate cover arrangements are in place and communicated with the necessary agencies.

#### **4 Records, Monitoring and Transfer**

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead and the Headteacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school *or educational establishment* with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post with a receipt request. Original documents should be stored in school. Files requested by other agencies e.g. Police, should be copied and shared as appropriate.

#### **5 Support for Pupils and School staff**

- 5.1 Support for pupils  
Our school recognises that children who are abused 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 school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a

disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

5.2 This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

5.3 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

5.4 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

## **6 Working with Parents/Carers**

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school website;
- Undertake appropriate discussion with parents/carers prior to involvement of CYPS Specialist Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

## **7 Other Relevant Policies**

7.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply 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:

### **Related documents:**

Keeping Children Safe in Education – September 2016

The Prevent Duty – June 2015

Channel Duty Guidance

FGM – Summary Fact Sheet – September 2015

Children missing from home or care – DfE 2014

Early Help Northamptonshire Strategy – 2015-20

### **School policies links**

- Behaviour Management
- Attendance

- Racist Incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidance - “Use of Reasonable Force” and “Screening, Searching and Confiscation”)
- Special Educational Needs
- Trips and Visits
- Volunteers – including Work Placements
- First Aid and the Administration of Medicines
- Health and Safety
- Sex and Relationships Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- E-safety
- Extended school activities

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

## **8 Recruitment and Selection of Staff**

- 8.1 The school’s safer recruitment processes are based on the Statutory Guidance: *“Keeping Children Safe in Education” - 2016.*
- 8.2 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children this will include staff relationships with pupils and abuse of trust. The Northamptonshire County Council Local Authority Safeguarding Board Website; *“Making Children Safer”*, the *“Keeping Children Safe in Education 2016’ – Section 1 – Information for all school and college staff”* and the *“Staff Code of Conduct”* are given to all staff and are the basis for the safeguarding induction.
- 8.3 On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending other another appropriate local or national accredited training course.

## **9 Information Sharing**

- 9.1 Our school recognises the importance of Information sharing and follows statutory guidance as set out in ‘Information Sharing’ – Advice for practitioners providing safeguarding services to children, young people, parents and carers – March 2015

## **10 Staff Relationships with Pupils**

As already described all staff will be made aware of their position of trust and we will adhere to regulations relating to the sexual offences act 2003 This trust extends to use of social media

## **11 Communications on Social Media**

We will comply with the Home Office and DFE guidance on use of social media and online activity by extremists to radicalise and recruit young people July 2015 We will take advice and use existing LSCB safeguarding and child protection procedures to refer if we have a concern We will make use of the national helpline 0207 3407264

## **12 Children Missing from Education**

12.1 The school recognises the importance that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

12.2 The school recognises a child missing from education is a potential indicator of abuse or neglect.

12.3 The school will follow the details set out in the NSCB procedure 'Children Missing Education' to report and respond to incidences of children missing from school .We will also comply with the guidance in keeping Children Safe in Education 2016

12.4 We also ensure that additional risks are considered to those missing from education including those who may be potential victims of sexual exploitation, FGM, Forced Marriage or have potential safeguarding concerns due to travelling to conflict zones.

## **13 Child Sexual Exploitation**

13.1 The school is committed to ensuring that all incidences of potential child sexual exploitation are reported and acted upon. The school follows the guidance and procedure set out in the NSCB CSE Toolkit.

<http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-cse-toolkit-schools/>

## **14 Female Genital Mutilation**

14.1 If staff have concerns they activate NSCB local procedures on responding and reporting FGM as found in the NSCB procedures manual.

14.2 When mandatory reporting commences in October 2015 these local procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. This failing to report such cases will face disciplinary sanctions. Further information can be found in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

## **15 Preventing Radicalisation**

- 15.1 Preventing Radicalisation is seen as part of the schools' wider safeguarding duties. The school supports the notion that it is possible to intervene and prevent vulnerable people becoming radicalised.
- 15.2 Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral.
- 15.3 The school accepts its duty under the *Prevent* Duty Guidance for England and Wales which places requirements on the school under four themes: risk assessment, working in partnership, staff training and IT policies.

## **16 Mental Health**

- 16.1 Ensuring the continued mental health of the children in our care is a fundamental part of our duty as schools. For a variety of reasons, children can experience problems with this which may manifest itself in any number of ways including eating disorders, self-harming or changes in behaviour;
- 16.2 Any concerns surrounding a child's mental health, or the mental health of a significant member of their family should be referred to the Headteacher, SENCo or Inclusion Manager who will decide on the best course of action to meet those particular needs.

## **17 Substance Misuse**

- 17.1 Indicators for substance misuse in a child or adult may include the following: extreme tiredness, shakes or tremors, slurred speech, impaired physical abilities. However, this list is not exhaustive. Concerns around substance misuse in either children or significant adults must be reported to the Designated Senior Lead and a decision will be taken on whether a referral is required.

## **18. Private Fostering**

- 18.1 The nationally accepted definition of Private Fostering is when a child is under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.

This is a private arrangement made between a parent and carer or 28 days or more.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncle or aunts (whether of full blood, half blood or marriage/affinity).

Many Private Fostering arrangements remain unknown to the local authority. This is a cause of concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.

- 18.2 There are many reasons why children and young people are privately fostered, for example:

- Parental ill health;
- Children sent to this country for health care or education by parents living overseas;
- Children living with friend's family as a result of separation, divorce or arguments at home;
- Children on holiday exchange or living with host families for a variety of reasons;
- Children brought from abroad with a view to adopt;
- Children whose parent work unsocial hours;
- Children whose parents are in prison;
- Children whose parents are serving in the forces.

18.3 Northamptonshire Children's Services must be informed of all private fostering arrangements. Professionals that become aware of a child being privately fostered should encourage the parent/carer to inform Children's Services of the arrangements or contact Children's Services themselves if they think parents/carers may not have done so already.

To let Northamptonshire County Council know about a private fostering arrangement, call 0300 126 1000 or email [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk)

## **19. The Early Help Assessment (EHA) Levels 2 and 3**

Early Help Northamptonshire has single goal.

To enable children and families to access appropriate support as early as possible, so that they can maintain their quality of life, prevent any problems getting worse, and feel stronger, happier and more confident.

At St Brendan's Catholic Primary School an EHA will be initiated, with parental consent, where vulnerabilities are identified that cannot be met by the universal services. The school will work with the regional EHS Co-ordinator to identify a suitable Lead Professional who will complete the assessment and monitor ongoing support.

## **20. Child In Need (CIN)**

Where it is deemed that further support is needed, the DSL or DDSL will make an additional referral to the MASH Team or through the Complex Case Process (where an EHA has been actioned) to support the development of a Child In Need Plan. St Brendan's Catholic Primary School will always attend multi-agency meetings to ensure the best outcomes for all.

## **21. Whistleblowing**

21.1 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Designated Safeguarding Lead.

Appropriate whistleblowing procedures, which are suitable reflected in staff training and staff behaviour policies, should be in place or such concerns to be raise with the Senior Leadership Team.

- 21.2 Where a staff members feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them;

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – from 8:00am to 8:00pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **22. Looked After Children and the Virtual School**

- 22.1 The most common reason for children becoming looked after is a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal statue (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.

We should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

### **22.2 The Designated Teacher**

Governing Bodies of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training.

### **22.3 Virtual School Heads**

Virtual school heads receive pupil premium plus additional finding based in the latest published numbers of children looked after in the authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

### 23. Children with Special Educational Needs and Disabilities.

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Our policy ensures we recognise that additional barriers can exist when recognising abuse and neglect in this group of children, all staff receive annual updates recognising the importance of safeguarding SEND children.

These barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing signs; and
- Communication barriers and difficulties in overcoming these barriers.

### 24. Online Safety – Filters and Monitoring

The Governing Body at St Brendan's Catholic Primary School does all that they reasonably can to limit children's exposure to the above risks from the school's IT systems. As part of this process, we ensure our school has appropriate filters and monitoring in place. Whilst considering our responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, the governing body should, consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part by the risk assessment required by the Prevent Duty.

#### Useful Links

##### Local

#### **Northamptonshire Safeguarding Children Board (NSCB):**

Ground Floor  
John Dryden House  
8-10 The Lakes  
Northampton  
NN4 7YD  
**01604 364036**

<http://www.northamptonshirescb.org.uk/worried-about-a-child/>

"Making Children Safer" – A Pocket Guide download at:

<http://www.northamptonshire.gov.uk/mcs>

Thresholds and Pathways document:

<http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Pages/northamptonshire-thresholds-and-pathways.aspx>

### **Early Help** – Request for Services

Early Help Co-ordinator

[www.northamptonshire.gov.uk/earlyhelp](http://www.northamptonshire.gov.uk/earlyhelp)

**Multi-agency referral form** download at:

[http://northamptonshirescb.proceduresonline.com/client\\_supplied/LSCBNForm\\_May2014\\_2003version.doc](http://northamptonshirescb.proceduresonline.com/client_supplied/LSCBNForm_May2014_2003version.doc)

e-mail multi-agency form to:

[MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk)

**Online Referral Form:**

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

**Directory of services for Early Help**

<http://families.northamptonshire.gov.uk/directory-search>

**Directory of services for children with disabilities**

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/pages/default.aspx>

**Information on Children's Mental Health:**

<http://www.nhft.nhs.uk/main.cfm?type=CONTENTCAMHS>

Education Inclusion Partnership New from September 2015 More details to follow

**Safeguarding Adults access advice:**

Safeguarding Adults Team

Northamptonshire County Council

John Dryden House, 8-10 The Lakes

Northampton NN4 7YD

**01604 362900 (Internal Ext 62900)**

[adultsafeguardingadmin@northamptonshire.gcsx.gov.uk](mailto:adultsafeguardingadmin@northamptonshire.gcsx.gov.uk) (secure email)

e-referral form at:

<http://www.northamptonshire.gov.uk/en/councilservices/socialcare/adults/Pages/Safeguarding-Adults.aspx>

**Complex Case Meetings and Locality Forums operate across Northamptonshire:**

### **Complex Case Meetings**

Meetings take place every two weeks in each district or borough – and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, an Early Help Co Ordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

### **Locality Forums**

The county's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early

intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area.

Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses.

**National**

**National Society for Prevention of Cruelty to Children (NSPCC):**

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

**0808 800 5000**

**Childline:**

<http://www.childline.org.uk/Pages/Home.aspx>

**0800 1111**

**Child Exploitation and Online Protection (CEOP):**

<http://ceop.police.uk/>

**0870 000 3344**

## APPENDIX 1

### **DEFINITIONS OF ABUSE**

*(from 'Keeping Children Safe in Education' 2016)*

#### **What is Child Abuse?**

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.”

#### **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.

#### **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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, rubbing or 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, or 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 commit sexual abuse, as can children.

#### **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 and clothing, 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 takers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

## **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 involve seeing or hearing the ill-treatment of another – sometimes through domestic abuse in the home. 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 of a child, though it may occur alone.

## **Specific Safeguarding Issues.**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found in the TES website and NSPCC website. Schools and colleges can also access broad government guidance in the issues listed below via the GOV.UK website:

- child missing from education
- child missing from home or care
- children sexual exploitation (CSE) (Appendix 8)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated and induced illness
- faith abuse
- female genital mutilation (FGM) (Appendix 8)
- forced marriage
- gangs and youth violence
- gender based violence / violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation (appendix 8)
- sexting
- teenage relationship abuse
- trafficking

For greater detail on these specific areas reference should be made to the Keeping Children Safe in Education Document September 2016.

## Specific Areas of National Concern.

There are a number of specific areas of Safeguarding which are of current national concern. It is important as a school we are aware of these aspects of safeguarding and the risks to our children. It is also vital that we **never** fall into the trap of thinking 'not in our school.' These risks to children are there in every community and every school.

### Children missing from Education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in the future.

The school has an admission register and an attendance register. All pupils must be placed on both registers. Staff must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend in the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. We will regularly encourage parents to inform the school if any changes whenever they occur. The school will monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or a continuous period of 5 school days or more, at such intervals as are agreed between the school and the local authority.

It is **essential** that schools comply with the duties outlined below, so that the local authority can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child that might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised;

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of the pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

The department of Education provides a secure internet system – school2school- to allow schools to transfer pupil information to another school when the child moves. All schools should send a common transfer file (CTF) to the new school.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTF's of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in school and the previous school is unknown, we should contact the local authority who will be able to search the database.

Comment [LB1]:

### **Child Sexual Exploitation**

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other younger people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time and regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

### **Honour-based violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should, speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Female Genital Mutilation**

FGM comprises all procedures involving partial or total removal of the external genital or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to be carried out on a girl under the age of 18.

## **Forced Marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent to where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage, The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact 020 7008 0151 or email [fmufco@fco.gov.uk](mailto:fmufco@fco.gov.uk)

## **Peer on Peer Abuse**

It is important that we all are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include: bullying (including cyber-bullying), gender based violence, sexting and assaults. Please refer to the schools Anti-Bullying and E-Safety policy for specific guidance.

## **Further information on preventing radicalisation**

Protecting children from the risk of radicalisation should be seen as part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to the vulnerability which are often combined with specific influences such as family, friends, online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and use of social media in particular has become a major factor in the radicalisation of young people.

Extremism is 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 our armed forces, whether in this country or overseas.

As with other safeguarding risks, staff should be alert to changes in children's' behaviour which could indicate that they may be in need of help or protection. Staff should use their judgment in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

## **PREVENT**

We need to be able to demonstrate that a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. If you feel a child is at risk your concerns should be reported to the designated safeguarding lead at the earliest opportunity. Further information and training can be found using the following website:

<http://www.preventforschools.org/>

The DSL and DDSL together with senior staff and governors will take part in the Awareness Training to provide advice and support to staff in protecting children from the risk of radicalisation.

The school will ensure children are safe from terrorist and extremist material when accessing the internet in school.

The Government has launched education against hate, a website designed to equip school and college leaders, teachers and parents with information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaser, such as Prevent e-learning.

## **Channel**

The school safeguarding lead should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referral if they are concerned that an individual might be vulnerable to radicalisation.

## APPENDIX 2

### PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

#### Contents

<b>A</b>	<b>General</b>	
<b>B</b>	<b>Individual Staff/Volunteers/Other Adults - main procedural steps</b>	
<b>C</b>	<b>Designated Safeguarding Lead – main procedural steps</b>	

#### **A. General**

- 1) The Local Safeguarding Children Board for Northamptonshire Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on NSCB website [www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk)). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC “Thresholds and Pathways”.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

#### **B. Individual Staff/Volunteers/Other Adults – main procedural steps**

- 1) 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. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) 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 Head teacher must be informed. The Headteacher will contact the Designated Officer formerly LADO to seek advice.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Designated Officer (formerly LADO). See contacts on Pages 3 and 4 of this policy.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

**C. Designated Safeguarding Lead – Main Procedural Steps**

- 1) Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children’s Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the NSCB Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details on page 3 of this document.
- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.

### **APPENDIX 3**

#### **PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS** (References to staff in this process include staff in schools, central References to staff includes staff in schools central services and volunteers).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Relevant documents:

- DfE *“Keeping Children Safe in Education: Statutory guidance for schools and colleges”* - 2016
- NSCB Procedures manual Section 5
  - 5.1, Selection and Supervision of Staff
  - 5.2 Managing Allegations Against Adults who work with Children

#### **A. Individual Staff/Volunteers/Other Adults who receive the allegation:**

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Headteacher. Keeping Children Safe in Education 2015
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer formerly LADO as soon as possible or if unavailable contact the Multi-Agency Safeguarding Hub on the same day.)

#### **B. Headteacher**

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the Designated Officer Formerly LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

4) Report to the Multi-Agency Safeguarding Hub if the Designated Officer Formerly LADO, so advises or if circumstances require a referral.

5) Ongoing involvement in cases:

- Liaison with the Designated Officer formerly LADO
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

**C. Chair of Governors (only relevant in the case of an allegation against the Headteacher)**

1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

2) Notify the Designated Officer formerly LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.

3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

4) Report to the Multi-Agency Safeguarding Hub if the Designated Officer formerly LADO so advises or if circumstances require a referral.

5) Ongoing involvement in cases:

- Liaison with the Designated Officer formerly LADO
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

**Appendix 4**

Our Lady of Walsingham Catholic Primary School  
(A Member of St. Luke Academies Trust)

Safeguarding Children in Education

Child Protection

Pupil's name \_\_\_\_\_ Class/Year Group \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Area(s) of concern/details of disclosure ( <i>To be filled in by person reporting</i> )	
Description of action taken by person reporting	
Description of action taking by DSL and any follow up information.	

Member of staff: \_\_\_\_\_ Signed: \_\_\_\_\_

Passed to designated person (Name) \_\_\_\_\_ Date: \_\_\_\_\_

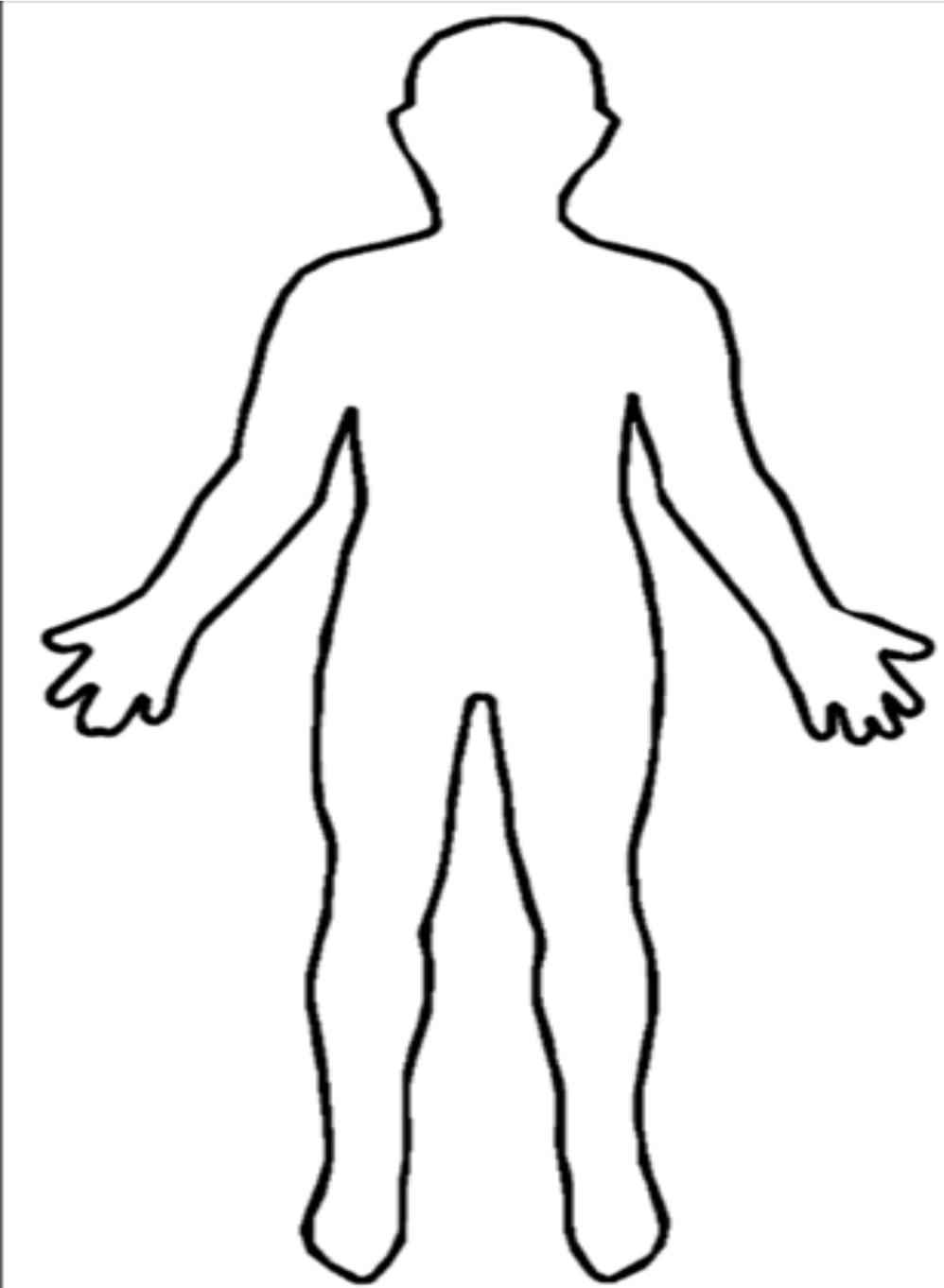
CYPS: 03001261000 (Option 1)

**Appendix 5**

Child Protection Follow Up Record Form

Date:		Time:	
Name of person creating record		Name of person or agency spoken to	
Name of child			

Appendix 6



## **Appendix 7**

### **St. Luke Academies Trust Safe Practice Guidelines**

For **St. Luke Academies** to meet and maintain our responsibilities towards pupils we need to agree standards of good practice. **Safe practice applies to all staff and visitors.** It includes:

- ensuring children aware of what is unacceptable behaviour and what constitutes unsafe situations
- ensuring children aware of who they can talk to and when and how they can get help
- ensuring children aware of how to keep themselves and others safe (also in relation to e-safety)
- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information sharing
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

## **Appendix 8**

### **Additional Information**

#### **FGM**

If you are worried a child may be at risk of FGM call the free 24-hour FGM helpline on **0800 028 3550**.

---

What is female genital mutilation (FGM)?

Female genital mutilation (FGM) is also known as female circumcision or female genital cutting, and in practising communities by local terms such as 'tahor' or 'sunna'. It is a form of child abuse which can have devastating physical and psychological consequences for girls and women.

The World Health Organization describes it as:

"procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons" (WHO, 2013).

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. In 2003, the Female Genital Mutilation Act tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

---

How prevalent is FGM?

FGM is usually carried out on girls between infancy and 15 years of age, with the majority of cases occurring between the 5 and 8 years of age (HM Government, 2011). Because of the hidden nature of the crime, it is difficult to estimate FGM's prevalence, but a study based on 2001 census data in England and Wales estimated that 23,000 girls under the age of 15 years could be at risk of FGM each year and nearly 66,000 women are living with its consequences (Dorkenoo et al, 2007). FGM could be even more prevalent than these figures suggest due to population growth and immigration from practising countries since 2001 (HM Government, 2011).

---

Who practises FGM?

Data on FGM is only collected in 27 countries in Africa and in Yemen (WHO, 2012), but we know FGM is also practiced in other countries in Africa, the Middle East and in Asia (House of Commons International Development Committee, 2013).

In the UK, FGM tends to occur in areas with large populations of FGM practising communities. The Home Office has identified girls from the Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities as most risk of FGM (2014). Areas where girls may be at risk include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes, however, FGM can happen anywhere in the UK (NHS Choices, 2013).

---

#### Why do communities practise FGM?

There are a number of cultural, religious and social reasons why FGM is practised within communities. These include:

- social acceptance
- family honour
- ensuring a girl is marriageable
- preservation of a girl's virginity or chastity
- custom and tradition
- hygiene and cleanliness
- the mistaken belief that it enhances fertility and makes childbirth safer for the infant.

(FORWARD, 2013; HM Government, 2011).

---

#### What does FGM involve?

The procedure is traditionally carried out by a female with no medical training, without anaesthetics or antiseptic treatments, using knives, scissors, scalpels, pieces of glass or razor blades. The girl is sometimes forcibly restrained (NHS Choices, 2013).

For more information on the procedure, **see the World Health Organisation's factsheet on FGM.**

---

#### What are the short and long-term effects of FGM?

The immediate effects of FGM include:

- severe pain

- shock
- bleeding
- infections including tetanus, HIV and hepatitis B and C
- inability to urinate
- damage to nearby organs including the bowel, and
- even death.

(NHS Choices, 2013).

Long-term consequences include:

- chronic vaginal and pelvic infections
- menstrual problems
- persistent urine infections
- kidney damage and possible failure
- cysts and abscesses
- pain during sex
- infertility
- complications during pregnancy and childbirth.

(HM Government, 2011).

Girls and women who have been subjected to FGM also suffer serious psychological damage. Research carried out in practising African communities found that women who had undergone FGM suffered the same levels of post-traumatic stress disorder (PTSD) as adults who had experienced early childhood abuse. 80% of the women in the study suffered from mood and/or anxiety disorders (Behrendt et al, 2005; HM Government, 2011).

Watch survivors, community leaders and health professionals talk about their experiences of FGM in our video below.

Which factors put a child at risk of FGM?

The most significant risk factor for FGM is coming from a community that is known to practise it. Girls are also at risk if they have a mother, sister or member of the extended family who has been subjected to FGM (HM Government, 2011). See also: **Who practises FGM?**

A girl who is at imminent risk of being subjected to FGM may be taken back to her family's country of origin at the beginning of the long summer holiday. This allows time for her to heal from the procedure before returning to the UK. Teachers should be alert to a girl talking about a planned visit to her family's country of origin, especially if she mentions a special occasion when she will 'become a woman'. She may be heard talking about FGM to other

children, or she may ask a teacher or other adult for help if she suspects she is at immediate risk.

Another warning sign could be the arrival in the UK of an older female relative visiting from the country of origin who may perform FGM on children in the family (HM Government, 2011). Children in this situation may also run away from home or truant (Khalifa, 2013).

Teachers should also be aware of girls who ask to be excused from PE or swimming classes and who spend long periods of time in the bathroom (Khalifa, 2013).

---

What can we do to prevent FGM and help those affected by it?

If you are worried that a child may be at risk of FGM you can make an anonymous call to our free 24-hour FGM helpline on **0800 028 3550** or email **fgmhelp@nspcc.org.uk**.

We can give advice, information and support for anyone concerned that a child's welfare is at risk as well as make a referral on your behalf to the relevant statutory body, where appropriate. Though callers' details can remain anonymous, any information that could protect a child from abuse will be passed to the police or social services.

FGM can happen within families who do not see it as abuse. However, FGM is a criminal act which causes severe physical and mental harm to victims both in the short and long term and for this reason it cannot be condoned or excused. The safety and welfare of the child at risk is paramount and professionals should not be deterred from protecting vulnerable girls by fears of being branded 'racist' or 'discriminatory' (HM Government, 2011).

Professionals need to provide families with culturally competent advice and information on FGM which makes it clear that the practice is illegal. Community and faith leaders can be helpful in facilitating this work with families. This may be enough to stop families practising FGM and protect girls from harm (HM Government, 2011).

If a local authority has reason to believe a child is likely to suffer or has suffered FGM it can exercise its powers to apply to the courts for orders to prevent the child being taken abroad for mutilation. The primary objective of any intervention is to prevent the child from undergoing FGM rather than removing her from her family. If a child has already undergone FGM she should be offered medical help and counselling, and action should be taken to protect any female relatives who are at risk and to investigate possible risk to other children in the practicing community (London Safeguarding Children Board, 2009).

## Child Sexual Exploitation

What is child sexual exploitation?

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. (Barnardo's, 2012).

Child sexual exploitation can manifest itself in different ways. It can involve an older perpetrator exercising financial, emotional or physical control over a young person. It can involve peers manipulating or forcing victims into sexual activity, sometimes within gangs and in gang-affected neighbourhoods, but not always. Exploitation can also involve opportunistic or organised networks of perpetrators who may profit financially from trafficking young victims between different locations to engage in sexual activity with multiple men (Barnardo's, 2011).

This abuse often involves violent and degrading sexual assaults and rape. The Children's Commissioner's report on sexual exploitation by gangs and groups found that oral and anal rape were the most frequently reported types of abuse. Experts agree that these types of abuse are particularly humiliating and controlling, and, as such, may be preferred by those who exploit vulnerable young people (Berelowitz et al, 2012). Exploitation can also occur without physical contact when children are persuaded or forced to post indecent images of themselves online, participate in non-contact sexual activities via a webcam or smartphone, or engage in sexual conversations on a mobile phone (DfE, 2011).

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites and mobile devices (Jago et al, 2011). This form of abuse usually occurs in private, or in semi-public places such as parks, cinemas, cafes and hotels. It is increasingly occurring at 'parties' organised by perpetrators for the purposes of giving victims drugs and alcohol before sexually abusing them (Barnardo's, 2012)..

---

How much child sexual exploitation is there?

It is not possible to say exactly how many young people are victims of child sexual exploitation for a number of reasons. It is described as a 'hidden' form of abuse which leaves victims confused, frightened and reluctant to make any disclosures. Some young people are not even aware they are experiencing abuse as the perpetrator has manipulated them into believing they are in a loving relationship, or that they are dependent on their abuser for protection (Sharp, N., 2011; Cockbain, E. and Brayley, H., 2012; Child Exploitation and Online

Protection Centre (CEOP), 2011). There is also no recognised category of abuse for sexual exploitation in child protection procedures and data relating to CSE cases is often partial, incomplete, concealed in other categories of data, or simply unrecorded (Berelowitz et al, 2012; CEOP, 2012). In addition, when perpetrators are convicted for involvement in child sexual exploitation cases, it is for associated offences such as sexual activity with a child - there is no specific crime of child sexual exploitation and therefore it is not possible to obtain figures from police statistics of sexual offences (Berelowitz et al, 2012).

A UK-wide survey estimated that in 2009-2010, there were over 3,000 young people accessing services because they had been affected by sexual exploitation. In a thematic assessment, CEOP received over 2,000 reports of victims from local authorities and police forces. The Children's Commissioner's inquiry into sexual exploitation by groups and gangs confirmed 2,049 reported victims in the 14 month period from August 2010 to October 2011. Furthermore, the Children's Commissioner's inquiry estimated from the evidence that 16,500 children in the UK were at risk of sexual exploitation. For the reasons outlined above, figures of reported victims are just the tip of the iceberg (Barnardo's, 2012; Berelowitz et al, 2012; CEOP, 2011).

---

What are the signs and symptoms of child sexual exploitation?

Grooming and sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour and/or development. However, parents, carers, school teachers and practitioners are advised to be alert to the following signs and symptoms:

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault (Barnardo's, 2011; CEOP, 2011; Berelowitz et al, 2012).

---

What are the causes of child sexual exploitation?

It has been suggested that offenders who sexually exploit children and young people do it not only for the opportunity to commit sexual offences, but also for the satisfaction of

manipulating and controlling someone vulnerable. In this respect, they have been compared to perpetrators of domestic violence. Further research would be needed to establish this link and explore fully the psychological motivation of these offenders (CEOP, 2011).

A study of gang associated sexual exploitation also observed that the abuse was a method for young men to exert power and control over young women. Other causes of this specific form of sexual exploitation include:

- using sex as a means of initiating young people into a gang
- sexual activity exchanged for status or protection
- girls and young women used to entrap rival gang members
- sexual assault as a weapon in conflict.

This study also found that girls and young women in this culture who are perceived to engage in casual sex, forfeit the right to refuse sex and are frequently forced by gang members. Previous experiences of sexual violence also increase a victim's vulnerability to further abuse (Beckett, H. et al, 2012).

---

#### What do we know about the victims?

Sexual exploitation can happen to any young person. It happens throughout the UK, in both urban and rural locations. It can happen to children of a range of ages, both male and female, from any ethnic background. Victims have identified as heterosexual, gay, lesbian and bisexual and some of them have been disabled or had learning difficulties. Sexual exploitation can happen to children from loving and secure families, although young people with additional vulnerabilities, such as experience of early childhood abuse, particularly sexual abuse, are at increased risk. The characteristics all victims have in common are their vulnerability and powerlessness (Berelowitz et al, 2012; Barnardo's, 2012).

CEOP's thematic assessment analysed 2,083 victims of child sexual exploitation. The vast majority were female, although in 31% of cases, the gender of the victim was unknown. It is believed that difficulty in recognising sexual exploitation in boys and young men has led to the under-representation of male victims. Victims most commonly came to the attention of statutory and non-statutory agencies at age 14 or 15 years, although victims can be as young as 9 or 10 years old. 61% of the victims were white, 33% were of unknown ethnicity, 3% were Asian and 1% of victims were black. Children from minority ethnic backgrounds face additional barriers in reporting and accessing services which could result in their under-representation in statistics (CEOP, 2011).

Researchers recognise that children who go missing and/or are in care are at heightened risk of sexual exploitation. CEOP's assessment found that in the 1,014 cases where this information was recorded, 842 children were reported as missing on at least one occasion. However, it is unknown whether these missing incidents preceded, coincided with, or followed the period of sexual exploitation. Of the 896 victims whose living situation was recorded, 311 were already in care when they began to be exploited and a further 43 were moved into care following intervention (CEOP, 2011).

A University College London study of 552 child sexual exploitation victims in Derby, found that nearly 4 out of 10 had a history of criminal behaviour. Male victims (55%) were significantly more likely to offend than female victims (35%). Although there is a correlation between criminal activity and sexual exploitation, the data in this study did not suggest that the abuse causes offending, in some cases young people's criminal behaviour began around the time of the exploitation and in other cases offending and CSE were both features of the victim's 'generally chaotic lifestyle'. (Cockbain, E. and Brayley, H., 2012)

Other risk factors associated with child sexual exploitation include:

- parental substance use, domestic violence and parental mental health issues
- history of abuse and/or neglect
- recent bereavement or loss
- links to a gang through relatives, peers or intimate relationships, or living in a gang-affected neighbourhood
- associating with young people who are sexually exploited
- homelessness
- lacking friends from the same age group
- low self-esteem or self-confidence
- being a young carer
- leaving care.

What is the impact of child sexual exploitation?

Child sexual exploitation can have a devastating impact on a victim's health, happiness and development. It can also have profound long-term effects on young people's social integration and economic well-being and adversely affects life chances. Some of the difficulties faced by victims include:

- isolation from family and friends
- teenage parenthood
- failing examinations or dropping out of education altogether
- unemployment
- mental health problems
- suicide attempts
- alcohol and drug addiction
- aggressive behaviour
- criminal activity  
(PACE, 2013; Safe and Sound, 2013; Berelowitz, 2012).

Young victims may need intensive multi-agency support to mitigate the long-term damage inflicted by this abuse.

## What can we do about child sexual exploitation?

Child sexual exploitation is child abuse, so child protection procedures must be followed if anyone suspects that a young person is a victim or is at risk of becoming a victim. It is important that agencies work together and share information in order to deal with child sexual exploitation. Local Safeguarding Children Boards should have a CSE strategy in place and appoint a lead person responsible for co-ordinating a multi-agency response. Professionals across a range of services, including sexual health clinics, mental health services, schools and specialist services for homeless and drug abusing young people need to be trained to spot the signs of sexual exploitation so they can escalate concerns. Authorities including the police need to be trained to deal with young people who may not initially present as victims of sexual abuse and may be suspicious of authority and difficult to engage. Young victims need to be able to access specialist support services to help them deal with the fall-out from this type of abuse and understand that they are not to blame (Barnardo's, 2012; Berelowitz et al, 2012; CEOP, 2011).

Police can also disrupt exploitation by issuing 'abduction notices' when they become aware that a child is spending time with an adult who could be harmful to them, for example if there is existing intelligence suggesting the adult has a sexual interest in children, or if parents report a child missing and the child is found at a particular individual's address (Dorset Police, 2012). The Sexual Offences Act 2003 also introduced a range of offences, including grooming and statutory rape of children under 13, which can be brought against perpetrators in CSE cases. Conviction rates for child sexual exploitation are low and prosecutions can often re-traumatise victims. Police need to work with Crown Prosecution Service solicitors who have an understanding of the issues in order to assess evidence from victims who are often perceived as unreliable witnesses. Multi-agency support needs to be available to help victims and their families during court appearances (CEOP, 2011).

If you suspect or discover that someone is sexually exploiting a child you can discuss your concerns with one of our counsellors. Alternatively, you can contact your local police or children's services. Confronting the alleged abuser may give them the opportunity to silence, confuse or threaten the child about speaking out about the abuse. It may also place the child in danger.

## How can we prevent child sexual exploitation?

Preventative work focuses on raising awareness amongst young people and their carers about sexual exploitation and how to keep safe. It is particularly important that young people are aware of the link between drug and alcohol use and the risk of sexual exploitation (Berelowitz et al, 2012). Schools have an important role to play in delivering age-appropriate information to young people in Personal, Social and Health Education (PSHE) lessons to help them make positive and informed choices which will reduce their risk of entering into abusive relationships. Schools can also involve external experts in these lessons who can provide sexual health advice (Ofsted, 2013; DfE, 2011). Media campaigns, such as the Home Office's teenage relationship abuse campaign aim to help prevent young people becoming victims and perpetrators of abusive behaviour in relationships (DfE, 2011).

Children going missing regularly can be both a cause and an effect of child sexual exploitation. Action taken to reduce the number of children who go missing will reduce

incidents of child sexual exploitation. Such action includes schools intervening quickly to establish reasons for children frequently missing school; and relevant agencies / practitioners interviewing children after a 'missing' episode to understand why they go missing and planning preventive strategies based on this information. It is important agencies work together to plan appropriate interventions and to engage with vulnerable young people who may find it hard to trust adults. Providing advice and support to children and their families, particularly during difficult times, is also important. (DfE, 2011 and Home Office, 2011).

Young people leaving care are potentially very vulnerable to sexual exploitation and the right package of support during their transition to independence is vital in protecting them from harm (DfE, 2012).

A fuller understanding of the nature and extent of child sexual exploitation helps to inform preventive strategies, but it can be difficult for agencies to collect consistent, comprehensive and comparable data. A data monitoring tool developed by the University of Bedfordshire has been circulated to all Local Safeguarding Children Boards and voluntary and community sector organisations to assist agencies collect data which can be used to support research and help authorities devise ways of combating child sexual exploitation (DfE, 2012).