



Hodgson Academy Safeguarding Policy

HODGSON ACADEMY

This Policy has been approved by:

The Standards and Effectiveness Governors' Committee

On: 6th July 2015 and subsequently reviewed by the Governing Body as per the table on the following page

It will next be reviewed:

Date: October 2019

By: Mr I Siddall / Mrs F Bate

Named personnel with designated responsibility for Child Protection

	Name	Last Date Trained
Designated Safeguarding Lead and contact details	Mr I Siddall (Deputy Principal) i.siddall@hodgson.lancs.sch.uk 01253 882815	16 th November 2016 by LCC
<i>Designated Person and contact details</i>	Mr D Yarwood (Principal) d.yarwood@hodgson.lancs.sch.uk 01253 882815	17 th October, 2018 by Schools Safeguarding
<i>Designated Person and contact details</i>	Ms F Bate (SENCO) f.bate@hodgson.lancs.sch.uk 01253 882815	12 th December 2017 by LCC
<i>Designated Person and contact details</i>	Mrs S Fox (Behaviour and Safeguarding Officer) s.fox@hodgson.lancs.sch.uk 01253 882815	7 th February, 2019 by Schools Safeguarding
<i>Designated Person and contact details</i>	Mrs A Collier (Attendance Improvement worker) a.collier@hodgson.lancs.sch.uk 01253 882815	22 nd June, 2018 by LCC
<i>Designated Person and contact details</i>	Mrs J Bristow (Assistant Principal) j.bristow@hodgson.lancs.sch.uk 01253 882815	3 rd December, 2018 by Schools Safeguarding
<i>Designated Person and contact details</i>	Mr P Marsden (Senior Assistant Principal) p.marsden@hodgson.lancs.sch.uk 01253 882815	7 th November 2017 by LCC
<i>Designated Person and contact details</i>	Miss J Aionesei (Senior Assistant Principal) j.aionesei@hodgson.lancs.sch.uk 01253 882815	21 st February, 2018 by LCC
<i>Designated Person and contact details</i>	Mr A Day (Assistant Principal) a.day@hodgson.lancs.sch.uk 01253 882815	7 th February, 2019 by Schools Safeguarding
<i>Designated Person and contact details</i>	Mr C Malone (Assistant Principal) c.malone@hodgson.lancs.sch.uk 01253 882815	7 th November 2017 by LCC
<i>Designated Person and contact details</i>	Miss S Hetherington (Senior Assistant Principal) s.hetherington@hodgson.lancs.sch.uk	17 th October, 2018 by Schools Safeguarding

	01253 882815	
<i>Designated Person and contact details</i>	Mrs S Khan (E-safety Officer) s.khan@hodgson.lancs.sch.uk 01253 882815	17 th October 2017 by LCC
Chair of Governors and contact details	Ms Nadine Galloway N.Galloway@hodgson.lancs.sch.uk 01253 882815	Safer Recruitment and Wrap 3 training DSL Level 2 training in February 2017

Policy Review dates

Review Date	Changes made	By whom	Shared with staff
Date	Yes/No and date when changes made	Named people	Date
26.9.16	Changes to review date / changes to named personnel	Martin Pickles, Finance Director	26.9.16
4.10.16	Policy renewed	Full Governing Body	To Staff Handbook
20.3.17	Changes to review date / changes to training dates	Martin Pickles, Finance Director	20.3.17
3.10.2017	Changes to review date / training date Policy renewed	Fiona Bate / Iain Siddall and ratified by Full Governing Body	To Staff Handbook
26.2.2018	Changes to named personnel / training date	Martin Pickles, Finance Director	To Staff Handbook
27.3.2018	Changes to named personnel / training date	Martin Pickles, Finance Director	To Staff Handbook
2.10.2018	Policy renewed	Full Governing Body	To Staff Handbook
4.12.2018	Changes to named personnel / training dates	Martin Pickles, finance Director	12.12.2018 & to Staff Handbook
12.2.2019	Changes to named personnel / training dates	Martin Pickles, Finance Director	To Staff Handbook

Key Contacts outside of the Academy:

Blackpool Council Social Care Team for immediate concerns:

Daytime Hours	01253 477299
Out of Hours	01253 477600

Local Authority Designated Officer (LADO): **Ms Amanda Quirke**

Daytime Hours	01253 477541
Out of Hours	01253 477592
Amanda.quirke@blackpool.gov.uk	

The Blackpool Safeguarding Children Board:

Telephone No	01253 477025
E mail address	Child.protection@blackpool.gov.uk

Lancashire County Council: Immediate Safeguarding Concerns

8.00am - 8.00pm	0300 123 6720
Out of Hours	0300 123 6701

Lancashire County Council Local Authority Designated Officer (LADO): **Mr Tim Booth**

Daytime Hours	01772 536694
Out of Hours	0845 0530009
Tim.booth@lancashire.gov.uk	

The Lancashire Safeguarding Children Board:

Telephone No	01772 530283/ 01772 530329
E mail address	lscb@cyp.lancscc.gov.uk

Pan Lancashire Safeguarding Procedures

The procedures for the Pan Lancashire Consortium, which include those of the Children's Boards for Lancashire, Blackpool and Blackburn with Darwen can be found at:

<http://panlancshirescb.proceduresonline.com/index.htm#top>

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INTRODUCTION

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications the Teachers' Standards 2012, 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' September 2018.

All Staff should make themselves familiar with these documents.

SAFEGUARDING INFORMATION FOR ALL ADULTS WORKING IN OR ON BEHALF OF THE ACADEMY

- 1. Everybody in the academy is responsible for the safeguarding of children**
- Safeguarding and protecting the welfare of children and young people involves
 - protecting children from maltreatment;
 - preventing impairment of children's health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- Where a child or young person is suffering significant harm, or is likely to do so, action must be taken to protect that individual. Action must also be taken to promote the welfare of a child or young person in need of additional support, even if they are not suffering harm or are at immediate risk.

THE ROLE OF THE ACADEMY

- Everyone who comes into contact with children, young people and their families has a role to play in safeguarding.** Academy staff are particularly important as they are in a position to identify concerns early, prevent these from escalating and provide help for children and young people.
- This Academy forms part of the wider safeguarding system for children and young people which is described in "*Working Together to Safeguard Children 2018*". This Academy works with social care, the police, health services and other services to promote the welfare of children and young people and protect them from harm.
- "*The Teacher Standards for 2012 onwards*" state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All staff have a responsibility to provide a safe environment in which children and young people can learn. This is a legal duty of care in accordance with the DfE statutory guidance 'Keeping Children Safe in Education'.
- All staff will be provided with training about how they can fulfil this duty of care towards children and young people.
- All staff members working with children and young people are advised to maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child or young person.
- If, at any point, there is a risk of immediate serious harm to a child or young person inform the Designated Safeguarding Lead (DSL)/appropriate people of any concerns, or, if none are available and there is a risk of immediate serious harm to a child, make a referral to Children's Social Care immediately. Anybody can make a referral.**
- If the child/young person's situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child/young person at some point.**
- Staff must be aware that failure to act in accordance with their duty of care to report or refer an incident concerning the welfare of children and young people as outlined in this policy or the statutory guidance may result in investigation in accordance with the Academy's Disciplinary Policy and Procedure which may result in disciplinary action up to and including dismissal being taken.

10. Furthermore, if as a result of a disciplinary investigation, a member of staff is dismissed, or removed from working in a regulated activity with children and young people because it is believed that they:
- Harmed or pose a risk of harm to a child or young person under the age of 16 through their action or inaction or
 - Received a caution or conviction for a relevant offence

The Academy has a legal duty to refer that individual to the Disclosure and Barring Service (DBS) for them to consider whether someone will be listed on the DBS's Children's or Adults' Barred Lists, preventing them from engaging in regulated activity with children, vulnerable adults or both in the future

The above points are based on; Keeping Children Safe in Education 2018

ACADEMY COMMITMENT

Hodgson Academy is committed to safeguarding and promoting the welfare of all of its students. Each student's welfare is of paramount importance. We recognise that some children and young people may be especially vulnerable to abuse e.g. those with Special Educational Needs, Looked after and Previously looked after or those living in adverse circumstances. We recognise that children and young people who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst in education, their behaviour may be challenging. We recognise that some children and young people who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

Safeguarding Policy

Hodgson Academy fully recognises its responsibilities for safeguarding and child protection.

Our policy applies to all staff, governors, volunteers and frequent visitors working at the Academy. There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people.
- Raising awareness of child protection issues
- Equipping children and young people with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children and young people can learn and develop.

We recognise that because of the day to day contact with children and young people, academy staff are well placed to observe the outward signs of abuse. The Academy will therefore:

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk, and know that we will listen.
- Ensure children and young people know that there are adults in the organisation they can approach if they are worried.
- Include opportunities in the Personal, Social, Health and Citizenship Education (PSHE) curriculum for children and young people to develop the skills they need to recognise and stay safe from abuse. As

well as through school assemblies, progress tutor time and ICT to support current and up to date support needed.

In addition, we will follow the procedures set out by the **Blackpool and Lancashire Safeguarding Children Boards**, and the guidance issued by the Department for Education to:

- Ensure we have a Designated Safeguarding Lead (DSL) for child protection who has been trained to Level 3 standard in Safeguarding and is a member of the Senior Leadership Team (SLT). The DSL will undergo updated child protection training every two years. The Principal and all staff members will undergo refresher child protection training on a regular basis, in line with advice from the Blackpool and Lancashire Safeguarding Children Boards.
- Ensure we have a nominated governor responsible for the protection of children and young people.
- Ensure every member of staff, volunteer, governor and frequent visitor knows the name of the DSL and other people responsible for child protection.
- Ensure all staff, volunteers, governors and frequent visitors understand their responsibilities in relation to safeguarding including being alert to the signs of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Children Missing Education (CME), Sexual violence and harassment and Radicalisation and Extremism, and maintain an attitude of 'it could happen here'; referring on concerns to the DSL and/or other appropriate people. Whilst keeping and maintaining records of concerns.
- Ensure that all staff, volunteers, governors and frequent visitors meet the school's expectation of adhering to the safeguarding/child protection procedures, accessing child protection training and acting at all times in the best interests of the child/young person.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the academy prospectus.
- Notify social services if there is an unexplained absence of more than two days for a student who has a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep records of concerns about children and young people, even where there is no need to refer the matter immediately. This links to a contextual view of safeguarding in the new 2018 changes.
- Ensure all records are kept securely and separate from the main student file, and in locked locations or protected electronic files (CPOMS)
- Develop and then follow procedures where an allegation is made against a member of staff, volunteer, governor or frequent visitor.
- Ensure safe recruitment practices are always followed.

We recognise that children and young people who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The academy may be the only stable, secure and predictable element in the lives of children and young people at risk. When in education their behaviour may be challenging and defiant or they may be withdrawn. The academy will endeavour to support the student through:

1. The content of the curriculum.
2. The academy ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued by all staff across the academy.
3. The academy behaviour policy which is aimed at supporting vulnerable students. The academy will ensure that the student is made aware that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
4. Liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service.
5. Transition from the academy; ensuring that, where a student with a child protection plan leaves, their information is transferred to the new academy immediately and that the child's social worker is informed. But,

to support a child on an in transfer all efforts must be made to obtain records on this child in order to have a contextual understanding of that child's life.

Policy Review

The Governing Body/Academy is responsible for:

- a) our procedures to be regularly reviewed and updated at least annually unless an incident or new legislation or guidance requires the need for an interim review. We recognise the expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.
- b) ensuring that the list of key contacts on the cover sheet is kept up to date

A. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safe Recruitment and Selection

All recruitment and selection must be carried out in accordance with FCAT/the Academy's/the College's Recruitment and Selection Policy and Procedures. As part of this process, DBS checks are undertaken on all staff accepting employment. It is a condition of employment, and, generally, the DBS should be completed and received prior to the start of employment. For the majority of appointments, an enhanced DBS check with barred list information will be required as staff will be providing regulated activity. In certain exceptional circumstances e.g. where it may not be possible for educational provision to be maintained, it may be necessary for employment to start prior to receipt of the DBS disclosure and in such instances a risk assessment should be completed to ensure sufficient control measures are in place. This is in order to protect vulnerable students, satisfy Ofsted that we are employing appropriate people and managing risk reasonably. DBS checks should be carried out every 5 years for all existing members of staff.

Regulations also apply in terms of the employment of casual and temporary employees and volunteers including agency workers, caterers, work placements, PGCE students, regular visitors, contractors, governors and other volunteers depending on the nature of the work and potential contact with students. All governors should be DBS checked and this should be reviewed every 5 years, or, whenever their term of office is renewed whichever is the soonest.

All recruitment materials make reference to the academy's commitment to safeguarding and promoting the welfare of its students.

Staff involved in recruitment and selection activity are trained on the elements of safer recruitment and this is updated as required.

2. Safe Working Practice

The academy has adopted the Department for Education (DfE) "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" and has undertaken safe practice training to ensure that staff are safe and aware of behaviours which should be avoided. The academy/college will ensure that the training is regularly updated.

Safe working practices ensure that students are safe and that all staff:

- are responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of ethnicity, gender or sexuality;

- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for students

The academy is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform students of whom they might talk to, both in and out of the academy, their right to be listened to and heard and what steps can be taken to protect them from harm. The PSHE programme has a strong emphasis on helping students learn how to keep safe (see the PSHE Scheme of Work). Along with this there are assemblies and Progress Tutor time where safeguarding issues are discussed.

A wide range of Information is made available to students both on the academy Home Page and on posters around buildings which advertise the help offered by appropriate agencies and services.

The academy consults with and listens to students through various methods, including the Student Council, the Student Safe To Learn Team, peer support schemes, pastoral drop-ins, health drop-ins, etc.

We make students aware of these arrangements by information on posters around school, in assemblies, during morning tutorials, key high profile staff around the building and in PSHE lessons.

4. Partnership with Parents and Carers

The academy shares a purpose with parents/carers to keep children and young people safe from harm and to have their welfare promoted.

We are committed to working with parents and carers positively, openly and honestly and to treating everyone with respect, dignity and courtesy. We will be as open and honest as possible with parents/carers about any concerns. However, we **WILL NOT** discuss concerns with parents/carers in the following circumstances:

- where sexual abuse or sexual exploitation is suspected
- where organised or multiple abuse is suspected
- where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected
- where female genital mutilation is the concern
- in cases of suspected forced marriage
- in cases where a child/young person is suspected of being subjected to radicalism and/or extremism.
- where contacting parents/carers would place a child, young person, or others at immediate risk.

These decisions should not be taken in isolation, consult with a DSL or Designated Safeguarding Person (DSP) immediately.

We encourage parents to discuss any concerns they may have with either the Behaviour and Safeguarding Manager or Head of House that their child is in.

We make parents aware of our policy and guidance through the school prospectus and on the school website.

Parents are made aware that they can view this policy on request.

5. Partnerships with others

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

6. Training and Staff Induction

- When staff joins our school they will be informed of the safeguarding children arrangements in place. They will be given access to this policy including its Appendices, part 1 and Annex A of Keeping Children Safe in Education, the school's code of conduct and told who the DSL and safeguarding team is, who acts in their absence and what this role includes;
- All staff will receive induction in safeguarding children. The induction programme will include basic child protection information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice.
- All volunteers, supply staff and regular visitors to our school will be told where our policy is kept, given the name of the DSL and deputy/ies and informed of the school's procedures in reporting concerns.
- All staff will receive training in child protection and safe working practice, updated every two years, in line with LSCB guidance. In addition, they will receive safeguarding and child protection updates as required, but at least annually.
- Staff with specific responsibility for safeguarding children will undertake both single and inter-agency training at a level suitable to their role and responsibilities, updated every two years. In addition to formal training the DSL and deputy/ies will update their knowledge and skills via LSCB and Blackpool newsletters, briefings, meetings and seminars, at regular intervals, at least annually. This is because the training is a mandatory requirement and therefore the Academy needs to ensure that it can demonstrate that its staff have been trained and that the training is renewed when required.
- Staff with leadership responsibilities will undertake further relevant training in safeguarding related issues such as CSE, FGM, CME, sexual violence and harassment, looked after and previously looked after children and Radicalisation, management of allegations of abuse and cascade the learning from this training to the rest of the staff.
- All staff (including temporary staff), volunteers, governors and frequent visitors are provided with the school's child protection/safeguarding policy and informed of child protection arrangements on induction.
- It is the responsibility of the Academy to record, store and maintain accurate and up to date records of staff attendance at safeguarding training.

7. Support, Advice and Guidance for Staff

Staff will be supported by the DSL – Miss F Bate and the designated persons outlined on Page 3.

8. Related Policies

The following academy policies support the Safeguarding Policy including:

- Anti-bullying Policy
- Attendance Policy
- Confidentiality Policy
- Curriculum Policy (PSHE)
- Data Protection Policy
- Disclosure and Barring Service (DBS) Policy
- Drugs and Alcohol Policy
- Equality and Diversity Policy
- E-Safety Policy
- Physical Intervention Policy/Care and Control Policy
- Safer Recruitment Policy
- Safe to Learn Policy
- Special Educational Needs (SEN) Policy and SEND information Policy
- Supporting Students with Medical Conditions policy
- Whistleblowing Policy

9. Student Information

The academy recognises the importance of keeping accurate and up to date information, including:

- Names and contact details of persons with whom the child/young person normally lives. It is best practise to gain at least two contact details.
- Names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above).
- Details of any persons authorised to collect the child/young person from school (if different from above).
- Any relevant court orders in place including those which affect any person's access to the child/young person (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.).
- If the child/young person is or has been subject to a Child Protection Plan.
- Name and contact detail of General Practitioner (GP).
- Any other factors which may impact on the safety and welfare of the child/young person.

The academy recognises that, in many cases, parents of children and young people may be living apart and will ensure that contact details for everyone concerned are collated.

The academy will identify a named officer to collate, store and agree access to this information

Electronic records are kept on a database to which access is limited to the DSL and DSPs. Paper copies of information are securely locked away in a filing cabinet in Miss Bates' office.

10. Roles and Responsibilities

Governing Body/Academy

- ensures academy has effective policies and procedures in place and monitors compliance with them
- ensures that at least one DSL is in place.
- ensures that all staff undertake appropriate training
- remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements

- nominates a governor to be responsible for liaising with partner agencies in the event of allegations of abuse being made against the Principal
- seeks assurance that, where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place in terms of safeguarding and child protection and liaises with the academy on these matters where appropriate.
- reviews its Safeguarding Policy and procedures annually
- ensures that 'potential additional safeguarding risks' is included as an item on each meeting agenda.
- ensures that the academy contributes to inter-agency working in line with statutory requirements and national guidance.
- it complies with all legislative duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism.

The Principal will ensure that:

- The Safeguarding policies and procedures are fully implemented and followed by all staff
- Sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to child protection.
- All staff feel able to raise concerns about poor or unsafe practice and that these are handled sensitively and in accordance with the whistleblowing procedures;
- All allegations of abuse are reported to the LADO in a timely manner.

Designated Safeguarding Lead (DSL)

- is the senior officer with responsibility for safeguarding across the organisation.
- ensures that all staff have access to and understand the academy's Safeguarding Policy
- works with staff and students in preventing children and young people from suffering harm
- provides a source of support, advice and expertise to staff on safeguarding matters
- provides support and advice on safer recruitment procedures
- ensures that all new staff receive safeguarding training at induction.
- ensures that all staff receive refresher training as appropriate.
- keeps detailed accurate secure records separately from the main student file.
- ensures that, when children/young people leave the school, records are promptly transferred to the appropriate organisation
- obtains access to resources
- attends updated Level 3 safeguarding training every two years as a minimum.
- keeps abreast of developments in the field of safeguarding and child protection by liaising with relevant bodies and reading relevant publications.
- ensures the Safeguarding Policy is updated and reviewed annually and works with the Academy Governing Body to do this
- ensures parents and other members of the public have access to the Safeguarding Policy as required
- helps to create a climate within the organisation whereby children and young people are encouraged to come forward to disclose incidents of abuse.
- ensures that children and young people who are victims of abuse are supported appropriately and sensitively and that all actions are successfully carried out and monitored.
- ensures that, if, at any point, there is a risk of serious harm to a child, a referral is made to Children's Social Care immediately, and to the Police where a crime may have been committed.
- referring a child to the Channel Panel when there are concerns about possible radicalisation or involvement in extremist groups.
- keeping written records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately
- ensuring that all child protection files are transferred in a safe and timely manner when a child moves settings, both between and across phases, within and out of county;
- notifying the key worker if there is an unexplained absence of more than two days of a student who is

subject to a child protection plan;

- monitoring unauthorised absence, particularly where children go missing on repeated occasions, reporting concerns in line with 'missing children' procedures;
- developing effective links with relevant agencies and other professionals and co-operating as required with their enquiries regarding safeguarding matters including co-operation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and child in need review meetings;
- contributing to assessments and providing a report to initial and review conferences which has been shared with parents first, whenever possible;
- co-ordinating a programme of safety, health and well-being through the curriculum, including issues of protective behaviours, healthy relationships, staying safe on-line, and the promotion of fundamental British values.
- Has a contextual knowledge of the vulnerable children of the school and ensures staff are aware of the issues they need to be made aware of.

Designated Safeguarding Persons (DSP)

- supports the DSL in his/her role
- provides another point of contact for safeguarding matters and takes on responsibility for making referrals to Children's Social Care in the absence of the DSL
- facilitates the development of a climate within the organisation whereby children and young people are encouraged to come forward to disclose incidents of abuse.

All staff, volunteers, governors and frequent visitors

- fully comply with the academy's/college's policies and procedures
- attend appropriate training
- inform the DSL/DSP/appropriate people of any concerns, or, if none are available and **there is a risk of immediate serious harm to a child, make a referral to Children's Social Care immediately. Anybody can make a referral.**
- **Failure to comply with the above may result in investigation in accordance with the Academy's Disciplinary Policy and Procedure, which may lead to disciplinary action up to and including dismissal being taken, and referral to the DBS. Individuals are, therefore, encouraged to discuss any questions they may have about this Policy with their DSL/DSP.**

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in the academy are well placed to observe any physical, emotional or behavioural signs which could give rise to concerns that a child/young person may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or academy staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment**

includes sexual abuse and other forms of ill-treatment which are not physical (Section 31.9 of the Children Act 1989 as amended by the Adoption and Children Act 2002).

Types of Abuse and Neglect (In depth description Appendix 1)

Abuse: a form of maltreatment of a child/young person. Somebody may abuse or neglect a child/young person by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child/young person or children/young people.

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

Emotional Abuse: the persistent emotional maltreatment of a child/young person such as to cause severe and adverse effects on his or her emotional development. It may involve conveying to a child/young person 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/young person 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/young people. These may include interactions that are beyond a child/young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child/young person 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/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, although it may occur alone.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children/young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/young people to behave in sexually inappropriate ways, or grooming a child/young person 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/young people.

Neglect: is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter for a child/young person (including exclusion from home or abandonment); protect a child/young person 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/young person's basic emotional needs.

Specific Safeguarding Issues (In depth Definitions in Appendix 2)

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

- bullying including cyberbullying
- child sexual exploitation (CSE) – see also below
- Children Missing Education (CME)
- Children whose parents are in prison
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- ‘Honour-based’ Violence
- Looked After Children (CLA) and Previously Looked After children
- Private fostering
- mental health
- initiation/hazing type violence and rituals.
- Peer to peer abuse including Sexting (known as youth produced sexual imagery)
- Sexual violence and sexual harassment
- radicalisation/ Counter Terrorism and Prevent
- Special Educational Needs
- teenage relationship abuse
- trafficking

Bullying to include the following:

Cyberbullying

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour. Cyberbullying can happen at any time or anywhere - a child can be bullied when they are alone in their bedroom - so it can feel like there's no escape. (Definition from <http://www.nspcc.org.uk>)

Racist Incidents

Our policy on racist incidents is set out in our anti-bullying policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We maintain a log of racist incidents in school.

Homophobic incidents

Our policy on incidents fits in with the Equality and Diversity Act that all schools should follow.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where children/young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it

also important to recognise that some children/young people who are being sexually exploited do not exhibit any external signs of this abuse.

Children Missing Education (CME)

We recognise that a child going missing from education is a potential indicator of abuse or neglect.

Our procedures for dealing with children that go missing from education are based on the Local Authority procedures.

We will ensure that we follow these procedures 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 their going missing in future.

We will ensure that we report children missing education to the LA CME officer, in line with statutory requirements.

Fabricated Inferred Illness

If, as a result of a carer's behaviour, there is concern that the child is or is likely to suffer significant harm, this guidance should be followed. The key issue is not what term to use to describe this type of abuse, but the impact of fabricated or induced illness on the child's health and development, and consideration of how best to safeguard and promote the child's welfare.

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Forced Marriage

A forced marriage is a marriage conducted without the valid consent of one or both parties where duress is a factor. Duress may take the form of emotional, financial, physical and sexual threats and abuse. Forced marriage is also viewed by some as falling into the definition of 'honour'-based violence. Early or child marriage refers to any marriage of a child younger than 18 years old. The UN recognises it as a forced marriage because minors are deemed incapable of giving informed consent. Girls are the majority of the victims and hence are disproportionately affected. Forced marriage occurs within many cultures and classes. A person at risk of a forced marriage may suffer a range of abuses including emotional and physical abuse, unlawful imprisonment, abduction, rape, forced pregnancy or enforced abortion. Both women and men may be victims of forced marriage. (Definition from [End the Fear.co.uk](http://EndtheFear.co.uk) Greater Manchester against domestic abuse campaign – linked to NSPCC website).

'Honour Based' Violence

We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence

(HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. 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 in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's Virtual Head for children in care.

Previously Looked After Children

Potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group. Seeking to support, the academy needs to establish those that are previously 'looked after' in a confidential manner.

Peer on peer abuse

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

Where a child discloses safeguarding allegations against another student in the same setting, the DSL should refer to the local procedures on the LSCB website and seek advice before commencing its own investigation or contacting parents.

Sexual Violence and harassment

Sexual violence and sexual harassment is not acceptable and will not be tolerated. It is made clear that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Staff are made aware and understand what this is and how to support students. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment considering the victim, the alleged perpetrator and the situation and environment ultimately looking to protect all those concerned. All options to manage the report must be considered.

'Sexting'

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'⁴ Yet when young people⁵ are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'.⁶ Similarly, many parents think of sexting as flirty or sexual text messages rather than images.⁷

This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible.

If we become aware of a privately fostering arrangement, we will check that Children's Services have been informed.

Radicalisation and Extremism

Radicalisation is defined as causing someone to become an advocate of radical political or social reform by supporting terrorism and violent extremism. Radicalisation of children and young people may include encouraging them to undertake violent activities on the grounds of religious belief. This may include attacks on others including suicide attacks. Children and young people may be exposed to messages about terrorism through a family member or friend, a religious group, or through social media or the Internet. This creates risk of a child or young person being drawn into criminal activity and exposure to significant harm. (Definition from [RCGP/NSPCC Toolkit for General Practice](#))

Special Educational Needs and Disability (SEND)

We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

E-safety

All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

Our Acceptable Use policy recognises that internet safety is a whole school responsibility (staff, students, governors and parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our students, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the school network and internet to ensure that any student or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.

Photography and use of images (including hand held devices)

The welfare and protection of our children is paramount and consideration should always be given to whether the use of photography will place our children at risk. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networking sites.

For this reason, consent is always sought when photographing children using any means and including iPads, smart phones or cameras and additional consideration given to photographing vulnerable children, particularly Looked After Children or those known to be fleeing domestic violence. Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Looked After Children).

Many students own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

B. SCHOOL PROCEDURES

All staff follow the Pan Lancashire Procedures at <http://panlancashirescb.proceduresonline.com/index.htm#top> which are consistent with guidance in 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'.

It is **not** the responsibility of the academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, do have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of students will be recorded and discussed with the DSL, or, in the absence of the DSL, a DSP or other appropriate member of staff, prior to any discussion with parents.

1. Staff will immediately report:

- any suspicion that a child/young person is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child/young person may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child/young person may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child/young person is presenting signs or symptoms known to be indicators of abuse or neglect
- any significant changes in a child/young person's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children/young people (e.g. living in a household with children/young people present).

2. Responding to Disclosure

Disclosures or information may be received from students, parents or other members of the public. The academy/college recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity and the academy/college will make specific arrangements to ensure that students with communication difficulties are enabled to express themselves to an appropriate member of staff.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL/appropriate person and make contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit and clarify enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child/young person may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of academy/college staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child/young person.
- explain sensitively to the person that they have a responsibility to refer the information to the DSL
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Safeguarding Lead/Designated Safeguarding Persons

Following any information raising concern, the DSL/DSP will consider:

- any urgent medical needs of the child/young person
- making an enquiry to see if the child/young person has a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Social Care, previous school/schools, etc
- the child/young persons wishes in light of their age and understanding

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child/young person at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether or not to make a formal referral to social care and if this needs to be undertaken immediately because a child/young person may be at immediate risk
- if further monitoring is necessary
- if it would be appropriate to make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

Challenge and Escalation

We recognise that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.

As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

We are aware of the Lancashire and Blackpool escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

4. Action following a child protection referral

The DSL or DSP will:

- make regular contact with Social Care
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child/young person or children/young people are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences and provide a chronology
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with a senior member of staff or primary welfare officer to agree how to proceed.

5. Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents will be retained, separate from the child's main file. This will be locked away and only accessible to the DSL and DSPs. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL. Original copies will be retained until the young person's 25th birthday.

An overview of collated referrals, school action, timescales and social care responses will be maintained.

6. Supporting the Child/Young Person and Partnership with Parents

The academy shares a purpose with parents/carers to keep children and young people safe from harm and to have their welfare promoted.

We are committed to working with parents and carers positively, openly and honestly and to treating everyone with respect, dignity and courtesy. We will be as open and honest as possible with parents/carers about any concerns. However, we **WILL NOT** discuss concerns with parents/carers in the following circumstances:

- where sexual abuse or sexual exploitation is suspected
- where organised or multiple abuse is suspected
- where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected
- where female genital mutilation is the concern
- in cases of suspected forced marriage
- where contacting parents/carers would place a child, young person, or others at immediate risk.

These decisions should not be taken in isolation, consult with a DSL or DSP immediately.

We encourage parents to discuss any concerns they may have with either the Behaviour and Attendance Manager or Progress Manager for the year group that their child is in.

We make parents aware of our policy and guidance through the school prospectus and on the school website.

Parents are made aware that they can view this policy on request.

Health & Safety

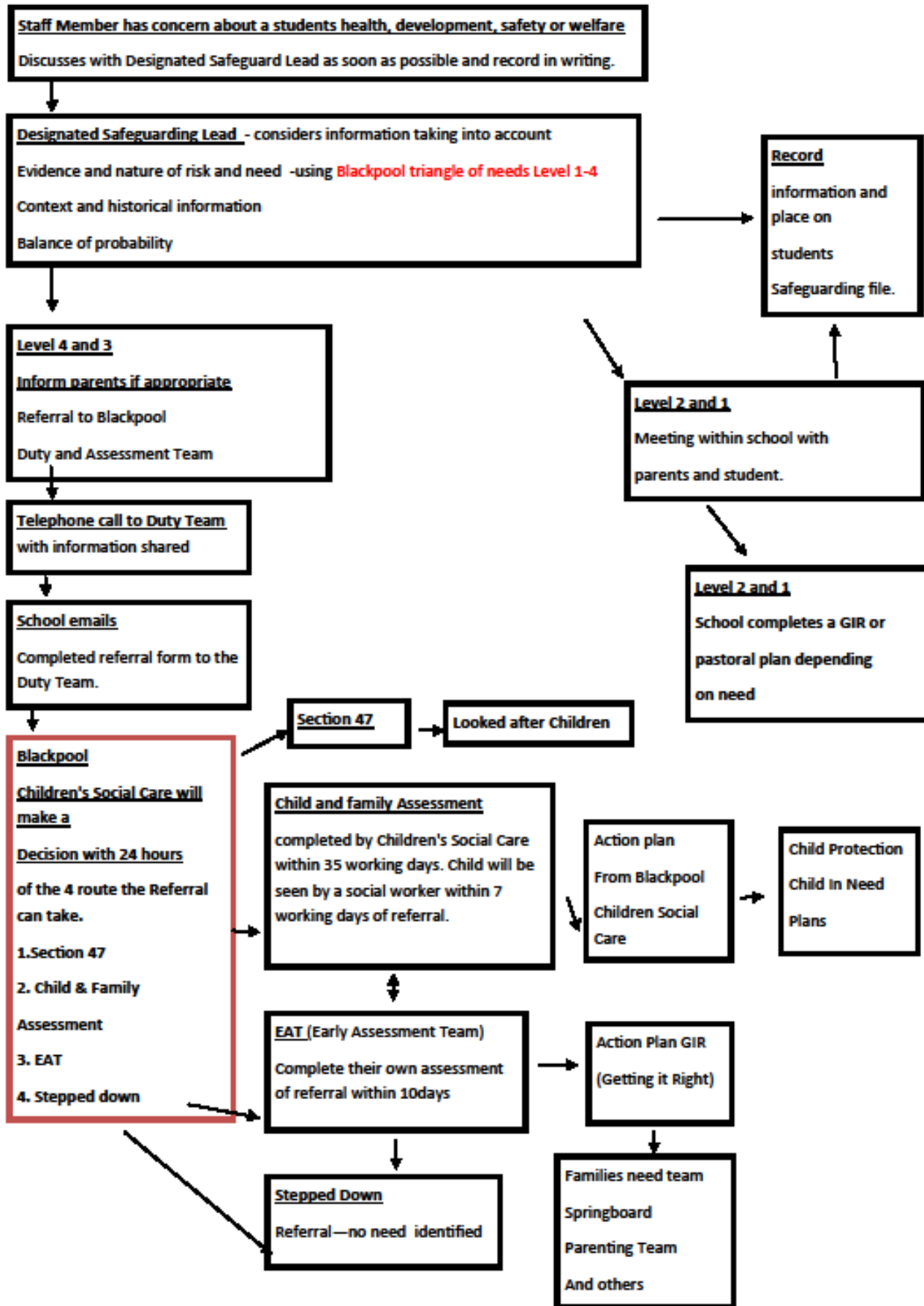
- Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, for example when undertaking school trips and visits.
- Risk Assessments are undertaken and reviewed regularly, in respect of site security, risk of children being drawn into terrorism or exposed to extremist behaviour, risk to and from children displaying harmful behaviour.

Safe Environment

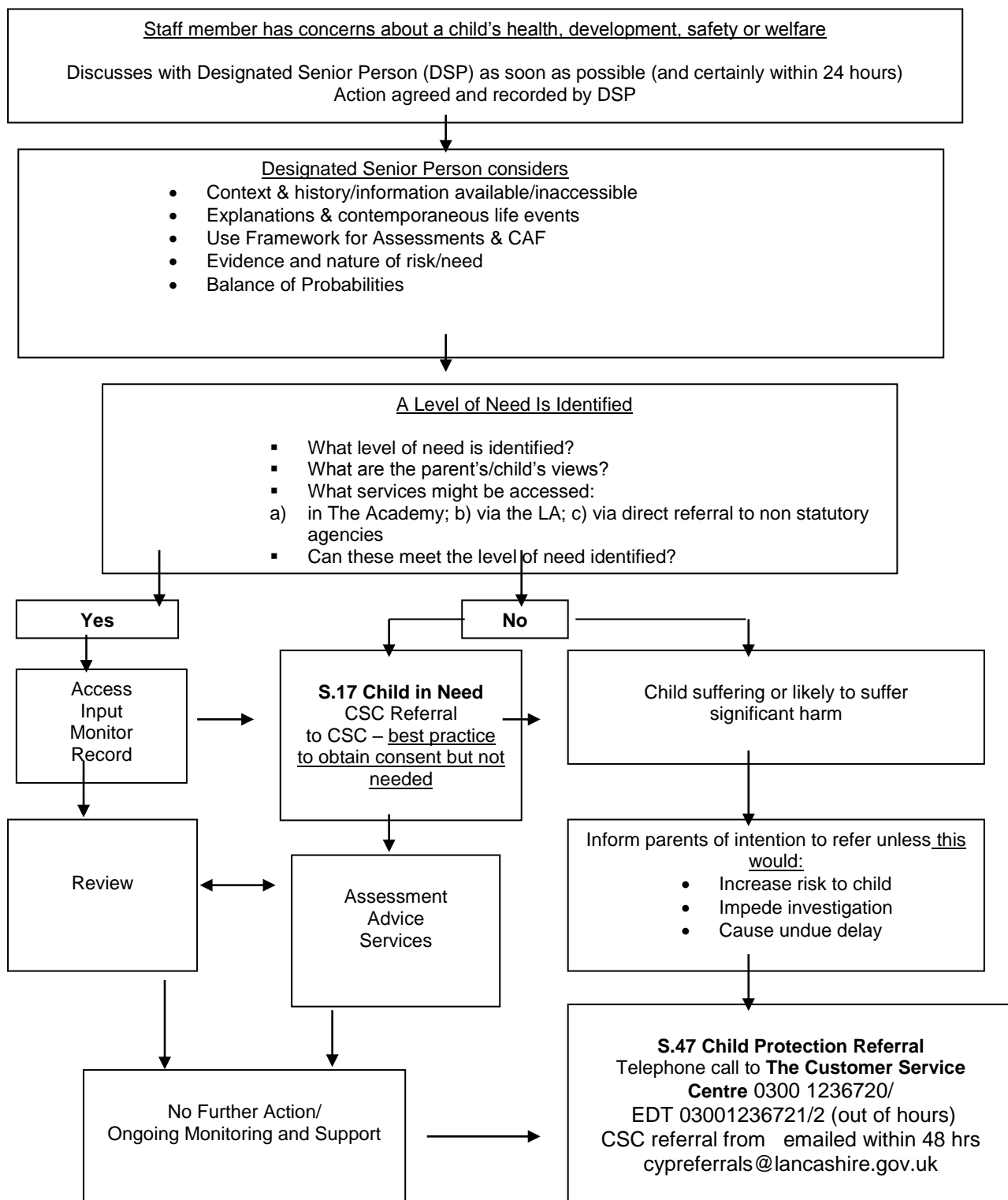
- The school undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.
- The school has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.

Visitors to the school, for example visiting speakers, theatre groups or curriculum specialists, will be appropriately checked and vetted, to ensure they are not linked to extremist groups or promoting extremist or other harmful material.

Procedures for a child/young person living in Blackpool



Procedures for a child/young person living in Lancashire



C. MANAGING ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE ACADEMY

These procedures should be applied when there is an allegation that a person who works with a child/young person has:

- a. behaved in a way that has harmed, or may have harmed a child/young person;
- b. possibly committed a criminal offence against or related to a child/young person;
- c. behaved towards a child/young person or children/young people in a way that indicates they may pose a risk of harm to children/young people

whilst in connection with his/her employment or voluntary activity (directly through the employer or via an agency) or voluntary activity.

Where such an allegation is made against any person working in or on behalf of the academy/college, we will apply the same principles as in the rest of this document and we will always follow the pan Lancashire Safeguarding procedures at http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Principal.

Whilst we acknowledge such allegations (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

It is possible for an allegation to be made against a person working with a child or young person from a fellow colleague, a child or young person, anonymous call/email, the Local Authority Designated Officer (LADO), the Police, the individual themselves.

Any person working in, or on behalf of the Academy/College has a legal duty to report any concern(s) that they may have regarding another individual working in, or on behalf of the Academy/College. It is understood that this may be difficult as it may relate to a colleague or a person may feel that the concern is not serious enough. However, all concerns should be reported to the DSL/DSP and any individual that does raise a concern will be supported in doing so.

Action

If a person has a concern or receives an allegation regarding person(s) working in or on behalf of school the following actions should be followed:

- Ensure that where necessary, the child/young person receives appropriate medical attention.
- The person who has received an allegation or witnessed an event will immediately inform the Principal and make a record.
- The Principal will take steps, where necessary, to secure the immediate safety of children/young people and any urgent medical needs.
- The person whom the concern or allegation has been made against will not be approached at this stage, unless it is necessary to address the immediate safety of children/young people.

- The Principal will discuss the concern or allegation with Human Resources.
- The Principal may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
- The Principal with the support of Human Resources must hold an initial discussion with the LADO in order to determine whether the concern or allegation(s) will need to be investigated externally via Social Services or the Police.
- The Principal will discuss with Human Resources whether the concern or allegation(s) will be investigated internally in accordance with the Academy Disciplinary Policy and Procedure. An internal investigation may proceed where it is alleged that an individual has harmed or poses a risk of harm to a child or young person under the age of 18 through their action or inaction or received a caution or conviction for a relevant offence, even in the event that the LADO determines that no external investigation via Social Services or the Police will take place.
- If a decision is taken to investigate the allegation internally and/or externally the individual will need to be informed of the allegation and a decision made regarding any restriction which may need to be placed on the individual in the workplace, including suspension as a neutral holding measure to protect all parties whilst the investigation is undertaken. This will be undertaken in accordance with the academy Disciplinary Policy and Procedure and following discussion and advice from Human Resources and must be confirmed in writing to the individual.
- The Principal, DSL/DSP and Human Resources may be invited and must attend any strategy discussion meeting at which either the Police and/or LADO may be in attendance. This will be to determine and agree the process and timescales of internal/external investigations.
- The individual must be informed by the Academy of the outcome of any internal investigation. Please be aware that an internal investigation in accordance with the Disciplinary Policy and Procedure may and can be concluded before any external investigation.
- Following any internal investigation, a decision will be taken as to whether there is any evidence to support the allegation(s) and if so, whether the allegation(s) will be considered further at a disciplinary hearing where disciplinary action up to and including dismissal may be taken.
- If an employee is dismissed or removed from working with children or young people permanently as a result of the internal disciplinary investigation for an allegation that they have harmed or pose a risk of harm to a child or young person under the age of 18 through their action or inaction or received a caution or conviction for a relevant offence this may result in a referral to the DBS for their consideration whether the person will be listed on the DBS Children's or Adult's Barred Lists. The referral would be conducted by the Principal with the guidance and advice of Human Resources.
- In the event that an individual resigns from their employment prior to the conclusion of the disciplinary investigation, the investigation process and any hearing must continue and a conclusion reached. This is necessary due to the requirement of the Academy to consider whether the allegation(s) are proven, and if so to satisfy their legal duty to refer to the DBS.

- Consideration will be given throughout to the support and information needs of students parents/carers and staff. It is important to ensure that appropriate communication is maintained with these parties throughout, whilst ensuring confidentiality is upheld.
- The Principal will inform the Chair of the Governing Body/Academy of any allegation.

Allegations against the Principal

In the event that an allegation is made against the Principal the matter will be reported to the Executive Principal and the Chair of the Governing Body/Academy who will proceed as the 'Principal' as from Step 3 above.

D. REFERENCES AND REFERRAL FORMS

References:

- Keeping Children Safe in Education September 2018 – this statutory guidance from the Department for Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- Safeguarding Children and Safer Recruitment in Education, 2018 <https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment>
- Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children. March 2018. <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Towards a safer workforce: managing allegations against staff and volunteers. Allegation Management Advisors, Government Office South West. <http://www.cscb.org.uk/downloads/LADO/Managing%20Allegations%20against%20Staff%20and%20Volunteers.pdf>
- Teachers' Standards; Guidance for school leaders, school staff and governing bodies. Department for Education July 2012. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf
- Prevent Strategy 2015 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
- The Equality Act 2010 is also published, see Equality Act 2010: advice for schools from the Equality and Human Rights Commission.
- The DfE's published Guidance on Promoting British Values in Schools, published 27 November 2014, is intended to ensure young people leave school prepared for life in modern Britain.
- UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016)

Legislation:

- Children Act 2004 <http://www.legislation.gov.uk/ukpga/2004/31/contents>

- Safeguarding Vulnerable Groups Act 2006
<http://www.legislation.gov.uk/ukpga/2006/47/contents>
- Children and Young Persons Act 2008 <http://www.legislation.gov.uk/ukpga/2008/23/contents>
- Education Act 2011 <http://www.nspcc.org.uk/preventing-abuse/child-protection-system/england/legislation-policy-guidance/#>
- Children and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- Counter-Terrorism and Security Act 2015
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- Equality and Diversity Act 2010
<https://www.gov.uk/government/organisations/department-of-.../equality-and-diversity>

Designated Safeguarding Lead: job role

Summary of responsibilities:

- Manage safeguarding referrals.
- Ensure each member of staff has access to and understands the Academy's Safeguarding and/or Child Protection Policy and Procedures, especially new and part time staff.
- Ensure Safeguarding/Child Protection Policy is reviewed and updated annually and is available publicly
- Keep detailed records of cases to have a contextual understanding of children and families involved.
- Where children leave the Academy, ensure their child protection file is sent to any new school or college as soon as possible but transferred separately from the main student file.

Principal Duties:

1. To keep abreast of developments in the field of safeguarding/child protection by liaising with the LSCB and outside agencies, attending relevant training or events and reading relevant bulletins and publications.
2. Ensure the Academy's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
3. Ensure the Policy is available publicly.
4. Ensure that all new staff receives basic safeguarding awareness training during induction and all staff receive refresher training at least once every three years.
5. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding.
6. Respond appropriately to all safeguarding concerns in line with LSCB procedures and refer all cases of abuse or suspected abuse to the local authority children's social care and to the Police where a crime may have been committed.
7. Liaise with the Principal to inform him/ her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
8. Ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions are successfully carried out and monitored.
9. Update the school or college's anti-bullying and E-safety policies and ensure that staff respond appropriately to incidents/allegations.
10. Receive Level 3 safeguarding training every two years in order to carry out role of Designated Safeguarding Lead.

11. Maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection.
12. Where children leave the Academy, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file
13. Work directly with young people in need and their families in order to prevent young people suffering significant harm.
14. Review the safeguarding provision, identifying areas for improvement and producing termly reports for SLT.
15. Create a climate in the Academy whereby students are encouraged to talk about their issues and concerns.
16. Quality assure the work of colleagues in relation to safeguarding and child protection
17. Support the Principal in safer recruitment practices.

Referral Form: Pro-forma for recording CP information in Hodgson Academy (including 'disclosures' by pupils) Please complete in ink – do not word process.

PART 1: INTERNAL NOTIFICATION of CP/WELFARE CONCERN TO THE DSP	
Name(s) of pupil:	
D.O.B.	
Tutor Group	
What is the nature of your concern	
<ul style="list-style-type: none"> • What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect? Self-harm, bullying, sexual exploitation, sexualized behaviour, honour-based violence / forced marriage, e-safety issues, other ... • Any evidence of impairment of health or development? • Any evidence of ill-treatment? • Why are you reporting this concern <u>now</u>? • Have you had any previous concerns about this pupil? If so, what, when, action? 	
Detail	

Any action already taken	
Signed	
Name Job title	
Time/Date	
<i>If you have received a 'disclosure' from or about a child please complete Part 2 overleaf</i>	
PART 2: RECORD OF 'DISCLOSURE' FROM / ABOUT A CHILD <i>*It is not advisable to try and complete this record at the time! The important thing is to listen actively and carefully and reassure the child!</i>	
Name of person making the 'disclosure'	
Position / relationship with child	
Name and dob of pupil(s) that the 'disclosure' relates to	
How did the 'disclosure' come about i.e. when and where?	
Who was present when the disclosure was made?	
SUMMARY OF INFORMATION DISCLOSED	
1. WHO is said to be involved	
2. WHAT is said to have happened / be happening?	
3. WHERE is this said to have happened / be happening?	
4. WHEN is this said to	

<p>have happened / be happening i.e. duration, most recent occasion etc?</p>	
<p>5. WHO else may have witnessed what happened?</p>	
<p>6. HOW and where is the pupil now?</p>	

CONTINUATION SHEET ATTACHED Y/N

Note:

- Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible!
- if you have used quotes please ensure that they are accurate
- make a note of any open questions asked or minimal prompts used
- Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court

CONTINUATION SHEET

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PART 3: FOR USE BY DSP

Time and date information received by DSP, and from whom.	
Any advice sought by DSP (name, time, date, detail)	
Action taken i.e. referral to CSC, ongoing monitoring, CAF / TAC etc	
<p>Note time, dates, names, who information shared with and when etc</p>	

Parents informed Y/N & reason(s)	
CONTINUATION SHEET Y/N	
PART 4: FOR USE BY DSP (&/or feedback sheet to staff)	
Outcome Record here the names of any individuals/agencies who have given you information re the outcome of any referral. Note dates/times of any information received.	
Where can additional information be found	

i.e. Pupil File, HS1, RF1, Serious Incident Bk, other (state)	
Signed	
Dated	

Recognition & Identification of Abuse

Taken from Working Together to Safeguard Children 2018

APPENDIX 1:

What is abuse?

Abuse and neglect are forms 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 a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Indicators of Abuse

Caution should be used when referring to lists of signs and symptoms of abuse. Although the signs and symptoms listed below may be indicative of abuse there may be alternative explanations. In assessing the circumstances of any child any of these indicators should be viewed within the overall context of the child's individual situation including any disability.

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.

When dealing with concerns regarding physical abuse, refer any suspected non-accidental injury to the Designated Safeguarding Lead without delay so that they are able to seek appropriate guidance from the police and/or Children's Services in order to safeguard the child.

Staff must be alert to:

- Unexplained recurrent injuries or burns; improbable excuses or refusal to explain injuries;
- Injuries that are not consistent with the story: too many, too severe, wrong place or pattern, child too young for the activity described.

Physical signs:

- Bald patches
- Bruises, black eyes and broken
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Scalds and burns
- General appearance and behaviour of the child may include:
 - Concurrent failure to thrive: measure height, weight and, in the younger child, head circumference;
 - Frozen watchfulness: impassive facial appearance of the abused child who carefully tracks the examiner with his eyes.

Bruising:

- Bruising patterns can suggest gripping (finger marks), slapping or beating with an object.

- Bruising on the cheeks, head or around the ear and black eyes can be the result of non-accidental injury.
- Other injuries:
 - Bite marks may be evident from an impression of teeth
 - Small circular burns on the skin suggest cigarette burns
 - Scalding inflicted by immersion in hot water often affects buttocks or feet and legs symmetrically
 - Red lines occur with ligature injuries
 - Retinal hemorrhages can occur with head injury and vigorous shaking of the baby
 - Tearing of the frenulum of the upper lip can occur with force-feeding. However, any injury of this type must be assessed in the context of the explanation given, the child's developmental stage, a full examination and other relevant investigations as appropriate.
 - Fractured ribs: rib fractures in a young child are suggestive of non-accidental injury
 - Other fractures: spiral fractures of the long bones are suggestive of non-accidental injury

Behavioural signs:

- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Injuries that the child cannot explain or explains unconvincingly
- Become sad, withdrawn or depressed
- Having trouble sleeping
- Behaving aggressively or be disruptive
- Showing fear of certain adults
- Having a lack of confidence and low self-esteem
- Using drugs or alcohol
- Repetitive pattern of attendance: recurrent visits, repeated injuries
- Excessive compliance
- Hyper-vigilance

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. 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.

Emotional abuse is difficult to:

- define

- identify/recognise
- prove.

Emotional abuse is chronic and cumulative and has a long-term impact. Indicators may include:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc.')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual physical behaviour (rocking, hair twisting, self-mutilation) - consider within the context of any form of disability such as autism
- Extremes of passivity or aggression
- Children suffering from emotional abuse may be withdrawn and emotionally flat. One reaction is for the child to seek attention constantly or to be over-familiar. Lack of self-esteem and developmental delay are again likely to be present
- School age – Wetting and soiling, relationship difficulties, poor performance at school, non-attendance, antisocial behaviour. Feels worthless, unloved, inadequate, frightened, isolated, corrupted and terrorized
- Adolescent – depression, self-harm, substance abuse, eating disorder, poor self-esteem, oppositional, aggressive and delinquent behaviour
- Child may be underweight and/or stunted
- Child may fail to achieve milestones, fail to thrive, experience academic failure or under achievement
- Also consider a child's difficulties in expressing their emotions and what they are experiencing and whether this has been impacted on by factors such as age, language barriers or disability

NEGLECT

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

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing failure to meet a child's needs.

Neglect can often fit into six forms which are:

- Medical – the withholding of medical care including health and dental.
- Emotional – lack of emotional warmth, touch and nurture
- Nutritional – either through lack of access to a proper diet which can affect in their development.
- Educational – failing to ensure regular school attendance that prevents the child reaching their full potential academically
- Physical – failure to meet the child's physical needs

- Lack of supervision and guidance – meaning the child is in dangerous situations without the ability to risk assess the danger.

Common Concerns:

With regard to the child, some of the regular concerns are:

- The child's development in all areas including educational attainment
- Cleanliness
- Health
- Children left at home alone and accidents related to this
- Taking on unreasonable care for others
- Young carers

Neglect can often be an indicator of further maltreatment and is often identified as an issue in serious case reviews as being present in the lead up to the death of the child or young person. It is important to recognise that the most frequent issues and concerns regarding the family in relation to neglect relate to parental capability. This can be a consequence of:

- Poor health, including mental health or mental illness
- Disability, including learning difficulties
- Substance misuse and addiction
- Domestic violence

School staff need to consider both acts of commission (where a parent/carer deliberately neglects the child) and acts of omission (where a parent's failure to act is causing the neglect). This is a key consideration with regard to school attendance where parents are not ensuring their child attend school regularly.

Many of the signs of neglect are visible. However, school staff may not instinctively know how to recognise signs of neglect or know how to respond effectively when they suspect a student is being neglected. Children spend considerable time in school so staff have opportunities to identify patterns over time and recognise and respond to concerns about their safety and welfare. All concerns should be recorded and reflected upon, not simply placed in a file.

Here are some signs of possible neglect:

Physical signs:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Emaciation
- Untreated medical problems

1 Source: Horwath, J (2007): Child neglect: identification and assessment: Palgrave Macmillan

- The child seems underweight and is very small for their age
- The child is poorly clothed, with inadequate protection from the weather
- Neglect can lead to failure to thrive, manifest by a fall away from initial centile lines in weight, height and head circumference. Repeated growth measurements are crucially important
- Signs of malnutrition include wasted muscles and poor condition of skin and hair. It is important not to miss an organic cause of failure to thrive; if this is suspected, further investigations will be required
- Infants and children with neglect often show rapid growth catch-up and improved emotional response in a hospital environment
- Failure to thrive through lack of understanding of dietary needs of a child or inability to provide an appropriate diet; or may present with obesity through inadequate attention to the child's diet

- Being too hot or too cold – red, swollen and cold hands and feet or they may be dressed in inappropriate clothing
- Consequences arising from situations of danger – accidents, assaults, poisoning
- Unusually severe but preventable physical conditions owing to lack of awareness of preventative health care or failure to treat minor conditions
- Health problems associated with lack of basic facilities such as heating
- Neglect can also include failure to care for the individual needs of the child including any additional support the child may need as a result of any disability

Behavioural signs:

- No social relationships
- Compulsive scavenging
- Destructive tendencies
- If they are often absent from school for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters
- Lack of stimulation can result in developmental delay, for example, speech delay, and this may be picked up opportunistically or at formal development checks
- Craving attention or ambivalent towards adults, or may be very withdrawn
- Delayed development and failing at school (poor stimulation and opportunity to learn)
- Difficult or challenging behaviour

SEXUAL ABUSE

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may 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.

Sexual abuse is usually perpetrated by people who are known to and trusted by the child – e.g. relatives, family friends, neighbours, people working with the child in school or through other activities.

Characteristics of child sexual abuse:

- It is usually planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic;
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent. This can be done in person or via the internet through chat-rooms and social networking sites;
- Grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives. Again, this can be done in person or via the internet through chat-rooms and social networking sites.

In young children behavioural changes may include:

- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Being overly affectionate - desiring high levels of physical contact and signs of affection such as hugs and kisses

- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minded
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age
- Starting to wet again, day or night/nightmares

In older children behavioural changes may include:

- Extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Genital discharge or urinary tract infections
- Marked changes in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically
- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person
- Children who have been sexually abused may demonstrate inappropriate sexualised knowledge and behaviour
- Low self-esteem, depression and self-harm are all associated with sexual abuse

Physical signs and symptoms for any age child could be:

- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections
- Any features that suggest interference with the genitalia. These may include bruising, swelling, abrasions or tears
- Soreness, itching or unexplained bleeding from penis, vagina or anus
- Sexual abuse may lead to secondary enuresis or faecal soiling and retention
- Symptoms of a sexually transmitted disease such as vaginal discharge or genital warts, or pregnancy in adolescent girls

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 includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

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

Appendix 2: Specific Safeguarding Issues

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people (CSE) under-18 is defined as that which: ‘involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.’

Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of

choice resulting from their social/economic and/or emotional vulnerability.’ (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity.

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST

The evidence available points to several factors that can increase a child’s vulnerability to being sexually exploited. The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of ‘honour’-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group

The Office of the Children’s Commissioner (2012) Interim Report - Inquiry into Child Sexual Exploitation in Group and Gangs.

- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations

- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation.

All schools should ensure that there is a dedicated lead person with responsibility for implementing local guidance in respect of child sexual exploitation. This would normally be the DSL.

The DSL must ensure that all staff are aware of signs and symptoms of CSE and know that these must be reported and recorded as child protection concerns. The DSL must follow the Worcestershire Pathway for dealing with issues of CSE, including completion of the screening tool.

Effects of domestic abuse on children and young people

The impact of domestic abuse on the quality of a child's or young person's life is very significant. Children and young people who live with domestic abuse are at increased risk of behavioural problems, emotional trauma, and mental health difficulties in adult life.

The impact of domestic abuse on children and young people can be wide-ranging and may include effects in any or all of the following areas:

Physical: Children and young people can be hurt either by trying to intervene and stopping the violence or by being injured themselves by the abuser. They may develop self-harming behaviour, or eating disorders. Their health could be affected, as they may not be being cared for appropriately. They may have suicidal thoughts or try to escape or blank out the abuse by using drugs, alcohol or by running away.

Sexual: There is a high risk that children and young people will be abused themselves where there is domestic abuse. In homes where living in fear is the norm, and situations are not discussed, an atmosphere of secrecy develops and this creates a climate in which sexual abuse could occur. In addition to this, children and young people may sometimes be forced to watch the sexual abuse of their mother/carer. This can have long-lasting effects on the sexual and emotional development of the child/young person.

Economic: The parent or carer of the child or young person may have limited control over the family finances. Therefore, there might be little or no money available for extra-curricular activities, clothing or even food, impacting on their health and development.

Emotional: Children and young people will often be very confused about their feelings – for example, loving both parents/carers but not wanting the abuse to continue. They may be given negative messages about their own worth, which may lead to them developing low self-esteem. Many children and young people feel guilty, believing that the abuse is their fault. They are often pessimistic about their basic needs being met and can develop suicidal thoughts. Some children and young people may internalise feelings and appear passive and withdrawn or externalise their feelings in a disruptive manner.

Isolation: Children and young people may become withdrawn and isolated; they may not be allowed out to play; and if there is abuse in the home they are less likely to invite their friends round. Schooling may be disrupted in many ways, and this may contribute to their growing

isolation. They may frequently be absent from school as they may be too scared to leave their mother alone. They may have to move away from existing friends and family – e.g. into a refuge or other safe or temporary accommodation.

Threats: Children and young people are likely to have heard threats to harm their mother/father. They may have been directly threatened with harm or heard threats to harm their pet. They also live under the constant and unpredictable threat of violence, resulting in feelings of intimidation, fear and vulnerability, which can lead to high anxiety, tension, confusion and stress.

This clearly highlights that living with domestic abuse has a significant impact on a child's ability to achieve the five outcomes as outlined in the 'Every Child Matters' agenda:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

What you might see in school

- Unexplained absences or lateness – either from staying at home to protect their parent or hide their injuries, or because they are prevented from attending school;
- Children and young people attending school when ill rather than staying at home;
- Children and young people not completing their homework, or making constant excuses, because of what is happening at home;
- Children and young people who are constantly tired, on edge and unable to concentrate through disturbed sleep or worrying about what is happening at home;
- Children and young people displaying difficulties in their cognitive and school performance;
- Children and young people whose behaviour and personality changes dramatically;
- Children and young people who become quiet and withdrawn and have difficulty in developing positive peer relations;
- Children and young people displaying disruptive behaviour or acting out violent thoughts with little empathy for victims;
- Children and young people who are no trouble at all.

This list is not exhaustive – this is intended to give you an idea of some of the types of behaviour that could be presented.

What schools can do

Schools can create an environment which both promotes their belief and commitment that domestic abuse is not acceptable, and that they are willing to discuss and challenge it.

For many victims, the school might be the one place that they visit without their abusive partner.

Research shows that the repeated use of physical, sexual, psychological and financial abuse is one of the ways in which male power is used to control women. The underlying attitudes which legitimate and perpetuate violence against women should be challenged by schools as part of the whole school ethos.

Schools can support individual children and young people by:

- Introducing a whole-school philosophy that domestic abuse is unacceptable;
- Responding to disclosures and potential child protection concerns; recognising that domestic abuse and forced marriage may be a child protection concern; policies and procedures must include domestic abuse;
- Giving emotional support – the child or young person might need referral to a more specialist service or need additional support to complete coursework, exams etc.;
- Facilitating a peer support network – children and young people can become isolated but often welcome talking to friends about their problems;

- Offering practical support – if children or young people are new to the school they may not yet have a uniform, they may also need financial help with extra-curricular activities, or they may be unfamiliar with the syllabus, the area, where to hang out, etc.;
- Providing somewhere safe and quiet to do their homework or just to sit and think;
- Improving the self-esteem and confidence of children and young people by:
 - offering them opportunities to take on new roles and responsibilities;
 - offering tasks which are achievable and giving praise and encouragement;
 - monitoring their behaviour and setting clear limits;
 - criticising the action, not the person;
 - helping them to feel a sense of control in their school lives;
 - involving them in decision making;
 - helping them to be more assertive;
 - respecting them as individuals;
 - encouraging involvement in extra-curricular activities.

From The Expect Respect Education Toolkit – Women’s Aid

Advice for schools on receiving notification of a Domestic Abuse incident

Background

Following a call to a domestic abuse incident where children are involved, Police notify Social Care and Health. A domestic abuse triage meeting takes place each day within the Multi-Agency Safeguarding Hub (MASH) where the notifications are sorted into low, medium and high risk, depending on the perceived level of risk to the children. For those cases that are classified medium or high, the school DSL will receive an e-mail via their secure communications system on the Children's Services Portal, from the Family Front Door informing them that an incident has taken place and giving them a copy of the Police log. For high risk cases, they will also be contacted by telephone and asked whether they have any concerns about the children at school. Social Care will also inform parents that the notification has been received and shared with other agencies and that the information will be treated confidentially.

School action

On receiving this information, the DSL should:

- Log the information and keep the record alongside other information/concerns that the school has on this child/family, with all other confidential CP records in a secure place. This will allow the school to recognise any pattern and/or frequency of notifications and take appropriate action. Please note that school may receive further communication about this same incident, once further assessment of the situation has been undertaken by Police – be careful not to log this as a separate incident.
- Inform any staff of notification on a ‘need to know’ only basis – e.g. class teacher/form tutor.
- Alert all staff who teach student/student with minimum of information – e.g. ‘This student/student may need extra support / may need extra time to complete homework’.
- Monitor student/student behaviour in school (including attendance) and should concerns arise which may be attributed to the impact of the incident, consult with Social Care through the Family Front Door as the concerns may be significant and lead to new safeguarding action, or to seek advice on how to proceed.
- Provide appropriate support for child, if required – do not question student/student about the incident. Respect the child's decision on whether or not they wish to discuss the situation.

Bear in mind

- Victim of incident may be anxious that the information will be shared inappropriately.

- Notification may not give details as to which parent is the perpetrator/victim – any disclosure to the ‘wrong’ parent could heighten risk.
- Need to be aware who is ‘connected’ to the child – e.g. TA/lunchtime staff may be child’s relative / friend of the family.
- Inappropriate sharing of information could heighten the risk for the victim and/or the child.

Forced Marriage – a form of Domestic Abuse

Forced Marriage should be recognised as a human rights abuse – and should always invoke child protection procedures within the school.

A forced marriage is a marriage conducted without the full consent of both parties, and one where duress is a factor. A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people. Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the student's education. There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married. The justifications most cases of forced marriage in the UK involve South Asian families. This is partially a reflection of the fact that there is a large established South Asian population in the UK. It is clear, however, that forced marriage is not a solely South Asian phenomenon – there have been cases involving families from East Asia, the Middle East, Europe and Africa. Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas, or a British citizen being sent abroad. Parents who force their children to marry often justify it as protecting them, building stronger families and preserving cultural or religious traditions. They may not see it as wrong. Forced marriage can never be justified on religious grounds: every major faith condemns it and freely given consent is a pre-requisite of Christian, Jewish, Hindu, Muslim and Sikh marriage. Culture Often parents believe that they are upholding the cultural traditions of their home countries, when in fact practices and values there have changed. Some parents come under significant pressure from their extended families to get their children married. The law Sexual intercourse without consent is rape, regardless of whether this occurs within the confines of a marriage. A girl who is forced into marriage is likely to be raped and may be raped until she becomes pregnant. In addition, the Forced Marriage (Civil Protection) Act (2007) makes provision for protecting children, young people and adults from being forced into marriage without their full and free consent through Forced Marriage Protection Orders. Breaching a Forced Marriage Protection Order is a criminal offence. The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence, with effect from 16th June 2014, to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the marriage takes place);
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured into it or not). What to do if a student seeks help
- The student should be seen immediately in a private place, where the conversation cannot be overheard.
- The student should be seen on her own, even if she attends with others.
- Develop a safety plan in case the student is seen i.e. prepare another reason why you are meeting.
- Explain all options to the student and recognise and respect her wishes. If the student does not want to be referred to Children's Services, you will need to consider whether to

respect the student's wishes — or whether the student's safety requires further action to be taken. If you take action against the student's wishes you must inform the student.

- Establish whether there is a family history of forced marriage — i.e. siblings forced to marry.
- Advise the student not to travel overseas and discuss the difficulties she may face.
- Seek advice from the Forced Marriage Unit.
- Liaise with Police and Children's Services to establish if any incidents concerning the family have been reported.
- Refer to the local Police Child Protection Unit if there is any suspicion that there has been a crime or that one may be committed.
- Refer the student with her consent to the appropriate local and national support groups, and counselling services. What to do if the student is going abroad imminently The Forced Marriage Unit advises education professionals to gather the following information if at all possible — it will help the unit to locate the student and to repatriate her: a photocopy of the student's passport for retention — encourage her to keep details of her passport number and the place and date of issue :as much information as possible about the family (this may need to be gathered discretely) :full name and date of birth of student under threat :student's father's name :any addresses where the student may be staying overseas :potential spouse's name :date of the proposed wedding : the name of the potential spouse's father if known :addresses of the extended family in the UK and overseas Specific information

It is also useful to take information that only the student would know, as this may be helpful during any interview at an embassy or British High Commission — in case another person of the same age is produced pretending to be the student.

Professionals should also take details of any travel plans and people likely to accompany the student. Note also the names and addresses of any close relatives remaining in the UK and a safe means to contact the student — a secret mobile telephone, for example, that will function abroad. Forced marriage: what educators should NOT do

- treat such allegations merely as domestic issues and send the student back to the family home
- ignore what the student has told you or dismiss the need for immediate protection
- approach the student's family or those with influence within the community, without the express consent of the student, as this will alert them to your concern and may place the student in danger
- contact the family in advance of any enquires by the Police, Children's Services or the Forced Marriage Unit, either by telephone or letter
- share information outside child protection information sharing protocols without the express consent of the student
- breach confidentiality except where necessary in order to ensure the student's safety ☒ attempt to be a mediator Further guidance is available from The Forced Marriage Unit: Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500 E-mail: fmu@fco.gov.uk Website: www.fco.gov.uk/forcedmarriage FMU publication: 'Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage' June 09

Female Genital Mutilation (FGM) – a form of Human Rights Abuse What is FGM? FGM includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. There are four known types of FGM, all of which have been found in the UK: Type 1 –

clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris) Type 2 – excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the ‘lips’ that surround the vagina) Type 3 – infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris Type 4 – other: all other harmful procedures to the female genitalia for non-medical purposes, e.g., pricking, piercing, incising, scraping and cauterising the genital area. FGM is sometimes known as ‘female genital cutting’ or female circumcision. Communities tend to use local names for this practice, including ‘sunna’. Why is FGM carried out? It is believed that:

- It brings status and respect to the girl and that it gives a girl social acceptance, especially for marriage.
- It preserves a girl’s virginity/chastity.
- It is part of being a woman as a rite of passage.
- It upholds the family honour.
- It cleanses and purifies the girl.
- It gives the girl and her family a sense of belonging to the community.
- It fulfills a religious requirement believed to exist.
- It perpetuates a custom/tradition. ☐ It helps girls and women to be clean and hygienic.
- It is cosmetically desirable. ☐ It is mistakenly believed to make childbirth safer for the infant. Religion is sometimes given as a justification for FGM. For example, some people from Muslim communities argue that the Sunna (traditions or practices undertaken or approved by the prophet Mohammed) recommends that women undergo FGM, and some women have been told that having FGM will make them ‘a better Muslim’. However, senior Muslim clerics at an international conference on FGM in Egypt in 2006 pronounced that FGM is not Islamic, and the London Central Mosque has spoken out against FGM on the grounds that it constitutes doing harm to oneself or to others, which is forbidden by Islam. Within which communities is FGM known to be practised? According to the Home Office it is estimated that up to 24,000 girls under the age of 15 are at risk of FGM. UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leone, Egyptian, Nigerian and Eritrean, as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani. Obviously, this not to say that all families from the communities listed above practise FGM, and many parents will refuse to have their daughters subjected to this procedure. However, in some communities a great deal of pressure can be put on parents to follow what is seen as a cultural or religious practice.

Is FGM harmful? FGM is extremely harmful and is often described as brutal because of the way it is carried out, and its short and long term effects on physical and psychological health. FGM is carried out on children between the ages of 0 and 15, depending on the community in which they live. It is often carried out without any form of sedation and without sterile conditions. The girl or young woman is held down while the procedure of cutting takes place and survivors describe extreme pain, fear and feelings of abandonment. Where the vagina is cut and then sewn up, only a very small opening may be left. This is often seen as a way to ensure that when the girl enters marriage, she is a virgin. In some communities the mother of the future husband and the girl’s own mother will take the girl to be cut open before the wedding night. Repeat urinary tract infections are a common problem for women who have undergone FGM, and for some, infections come from menstruation being restricted. Many women have problems during pregnancy and childbirth. The removal of the clitoris denies women physical pleasure during sexual activity and

some groups will practise complete removal to ensure chastity. Is it illegal? FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries – including the UK.

The Female Genital Mutilation Act 2003 came into force in 2004: The act makes it illegal to:

- practise FGM in the UK
- take girls who are British nationals or permanent residents of the UK abroad for FGM, whether or not it is lawful in that country
- aid and abet, counsel or procure the carrying out of FGM abroad. The offence carries a penalty of up to 14 years in prison, and/or a fine. Signs, symptoms and indicators The following list of possible signs and indicators are not diagnostic, but are offered as a guide as to what kind of things should alert professionals to the possibility of FGM. Things that may point to FGM happening:
 - a child talking about getting ready for a special ceremony
 - a family arranging a long break abroad
 - a child's family being from one of the 'at-risk' communities for FGM (see above)
 - knowledge that an older sibling has undergone FGM
 - a young person talks of going abroad to be 'cut', or get ready for marriage. Things that may indicate a child has undergone FGM:
 - prolonged absence from school or other activities
 - behaviour change on return from a holiday abroad, such as the child being withdrawn and appearing subdued
 - bladder or menstrual problems
 - finding it difficult to sit still, and looking uncomfortable
 - complaining about pain between their 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.

What should schools do? Where schools have a concern about a child, they should contact Children's Social Care Services. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty. Schools should not:

- contact the parents before seeking advice from children's social care;
- make any attempt to mediate between the child/young person and parents. It is important to keep in mind that the parents may not see FGM as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it. Some parents from identified communities may seek advice and support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM. The 'one chance' rule In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help. It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of

parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her. Mandatory Reporting Duty Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. 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 in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

SEXTING

Sexting is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Sexting is often seen as flirting by children and young people who think that it's part of normal life. Often, incidents of sexting are not clear-cut or isolated; schools may encounter a variety of scenarios. Sexting incidents can be divided into two categories – aggravated and experimental³: Aggravated incidents of sexting involve criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who is pictured.

Experimental incidents of sexting involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation. The consequences of sexting can be devastating for young people. In extreme cases it can result in suicide or a criminal record, isolation and vulnerability. Young people can end up being criminalised for sharing an apparently innocently image which may have, in fact, been created for exploitative reasons.

Because of the prevalence of sexting, young people are not always aware that their actions are illegal. In fact, sexting as a term is not something that is recognised by young people and the 'cultural norms' for adults can be somewhat different. Some celebrities have made comments which appear to endorse sexting – 'it's okay, as long as you hide your face' - giving the impression that sexting is normal and acceptable. However, in the context of the law it is an illegal activity and young people must be made aware of this.

The decision to criminalise children and young people for sending these kinds of images is a little unclear although recent media information suggested that all incidents reported to the police would be recorded, but not all would be investigated. The current Association of Chief Police Officers (ACPO) position is that:

'ACPO does not support the prosecution or criminalisation of children for taking indecent images of themselves and sharing them. Being prosecuted through the criminal justice system is likely to be upsetting and distressing for children especially if they are convicted and punished. The label of sex offender that would be applied to a child or young person convicted of such offences is regrettable, unjust and clearly detrimental to their future health and wellbeing.'

Further information from ACPO is expected imminently (August 2016).

Action to take in the case of an incident of sexting

Step 1 – Disclosure by a student

Sexting disclosures should follow the normal safeguarding practices and protocols. A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the student disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed? For example, has the DSL been consulted and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the student need immediate support and or protection?
- Are there other students and or young people involved?
- Do they know where the image has ended up?

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure school safeguarding and child protection policies and practices are adhered to.

Step 2 – Searching a device

It is highly likely that the image will have been created and potentially shared through mobile devices. The image may not be on one single device, but may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

When searching a mobile device the following conditions should apply:

- The action is in accordance with the school's child protection and safeguarding policies
- The search is conducted by the head teacher or a person authorised by them
- A member of the safeguarding team is present
- The search is conducted by a member of the same sex

If any illegal images of a child are found you should consider whether to inform the police. As a general rule it will almost always be proportionate to refer any incident involving "aggravated" sharing of images to the police, whereas purely "experimental" conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves.

Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

If an "experimental" incident is not referred to the police the reasons for this should be recorded in writing.

Always put the child first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed.

If there is an indecent image of a child on a website or a social networking site then you should report the image to the site hosting it. In the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse then you should report the incident directly to CEOP www.ceop.police.uk/ceop-report, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Step 3 – What to do and not do with the image

If the image has been shared across a personal mobile device:

- Confiscate and secure the device;
- Don't view the image unless there is a clear reason to do so;
- Don't send, share or save the image anywhere;
- Don't allow students to view images or send, share or save them anywhere.
- If the image has been shared across a school network, a website or social network:
- Block the network to all users and isolate the image;
- Don't send or print the image;
- Don't move the material from one place to another;
- Don't view the image outside of the protocols of your safeguarding policies and procedures.

Step 4 – Who should deal with the incident?

Whoever the initial disclosure is made to must act in accordance with the school safeguarding policy, ensuring that the DSL or a senior member of staff is involved in dealing with the incident. The DSL should always record the incident. Senior management should also always be informed. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first; if viewing the image is likely to cause additional stress, staff should make a judgement about whether or not it is appropriate to do so.

Step 5 - Deciding on a response

There may be a multitude of reasons why a student has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

If indecent images of a child are found:

- Act in accordance with your child protection and safeguarding policy, e.g. notify DSL
- Store the device securely
- Carry out a risk assessment in relation to the young person (see Appendix B of the Safeguarding Children in Education Guidance for a Sexting Risk Assessment pro-forma and flow chart)
- Make a referral if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the student, e.g. they may need counselling support, immediate protection and parents must also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

Step 6 – Contacting other agencies (making a referral)

If the nature of the incident is high-risk, consider contacting Children's Social Care. Depending on the nature of the incident and the response you may also consider contacting local police or referring the incident to CEOP.

Understanding the nature of the incident, whether experimental or aggravated, will help to determine the appropriate course of action.

Step 7 – Containing the incident and managing student reaction

Sadly, there are cases in which victims of sexting have had to leave or change schools because of the impact the incident has had on them. The student will be anxious about who has seen the

image and where it has ended up. They will seek reassurance regarding its removal from the platform on which it was shared. They are likely to need support from the school, their parents and their friends. Education programmes can reinforce to all students the impact and severe consequences that this behaviour can have. Consider engaging with your local police and asking them to talk to the students.

Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school, its students and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The students' parents should usually be told what has happened so that they can keep a watchful eye over their child, especially when they are online at home.

Creating a supportive environment for students in relation to the incident is very important.

Step 8 – Reviewing outcomes and procedures to prevent further incidences

As with all incidents, a review process ensures that the matter has been managed effectively and that the school has the capacity to learn and improve its handling procedures. Incidents of sexting can be daunting for a school to manage, especially if the image has been widely shared between students in school.

Further information is available from the NSPCC

RADICALISATION AND EXTREMISM

What is Prevent?

Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

The Counter-Terrorism and Security Act (2015), places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place schools to promote the spiritual, moral, social and cultural development of students;
- Assessing the risk of students being drawn into extremist views;
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities;
- Training staff to provide them with the knowledge and ability to identify students at risk;
- Keeping students safe online, using effective filtering and usage policies.

Warning Signs/Indicators of Concern

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities.

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

Factors which may make students more vulnerable may include:

- Identity Crisis: the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis: the student may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.

- Personal Circumstances: migration; local community tensions and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations: the student may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality: involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- Special Educational Need: students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Students who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Students accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Students voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance;

- Partner schools, local authority services, and police reports of issues affecting students in other schools.

Referral Process

All concerns about young people vulnerable to radicalisation should be referred to the DSL in the first instance. The DSL will follow safeguarding procedures including:

- Talking to the young person about their behaviour/views/on-line activity/friends etc.;
- Discussion with parents/carers about the concerns;
- Checking out on-line activity, including social media if possible;
- Providing in-house support, if available;
- Providing Early Help targeted support if necessary.

If concerns persist, then the DSL should complete the Channel Referral Form (

The referral will then be subject to a triage process to decide whether or not it meets the threshold for a referral to Channel. If it does, the DSL should be prepared to attend the Channel Panel meeting to share the concerns and help identify any intervention required. Further feedback to the Channel Panel will be expected following intervention to decide whether there are still concerns.