



THE DOWNS
MALVERN

Safeguarding & Child Protection Policy

November 2020

Ratified by the Governing Body: 17 November

Signed by the Chairman of the Governors: 

To be reviewed (annually): November 2021

Safeguarding and Child Protection Policy and Guidelines

This policy is relevant to all sections of the school, EYFS, Pre-prep and The Prep School.

Statement of Intent

The safety and well-being of all our pupils at The Downs Malvern is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his or her full potential and feel positive about him or herself as an individual. All pupils should care for and support each other.

“A child that is secure emotionally, mentally and physically is likely to find his or her years at school both rewarding and challenging”

“Every child has the right to be protected”

“It is everyone’s responsibility to protect children”

The Downs Malvern, as a school and registered charity, has a duty to report to Children’s Social Care any serious concerns regarding children in its care.

This policy is available to all parents and prospective parents on request and is available to read on the school website www.thedownsmalvern.org



Alastair S Cook
Headmaster

CONTACTS

Internal

Chair of Governors:	Carey Leonard	
Headteacher:	Alastair S. Cook	01684 544103
Safeguarding Governor:	Charlotte Elgar	
Designated Safeguarding Lead:	Lesley Hunter	01684 544114 07526 178170
Deputy Designated Safeguarding Lead/s:	Alexandra Sigley	01684 544117
Early Years Designated Safeguarding Lead:	Alexandra Sigley	01684 544117
Designated Teacher for Children in Care:	Lesley Hunter	01684 544114
Prevent Single Point of Control	Alastair S Cook	01684 544103

Local Authority Children's Social Care Team - referrals

Child resident in Worcestershire		01905 822666
Child resident in Herefordshire or a boarder		01432 260800
Out of Hours Emergency Duty Team (Worcestershire and Herefordshire)		01905 768020
Senior Adviser for Safeguarding Children in Education (Worcestershire)		01905 728902
Worcestershire Designated Officer (LADO)		01905 846221
Herefordshire Designated Officer (LADO)		01432 261739

Police Child Protection Unit:	24hrs non-emergency	101
	Emergency	999

Other External Numbers

NSPCC Helpline		0808 800 5000
Childline		0800 11 11
Parentline		0808 800 2222

Channel/Prevent contacts:

Local Authority	James Wheeliker	jwheeliker@worcestershire.gov.uk
West Mercia Police 084701	DS Phil Colley	01386 591835 / 07736
	DC Gary Shephard	01386 591816 / 07772 904013
T/DC Jemma Greenhow		01386 591825 / 07890 746662

prevent@warwickshireandwestmercia.pnn.police.uk

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PART ONE: SAFEGUARDING POLICY

1. Introduction

Safeguarding and promoting the welfare of children is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18

This means that our school is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- *Our pupils have the right to be protected from harm, abuse and neglect.*
- *That every child has the right to an education and children need to be safe and to feel safe in school.*
- *Children need support that matches their individual needs, including those who may have experienced abuse.*
- *Our pupils have the right to express their views, feelings and wishes and voice their own values and beliefs.*
- *Our children should be encouraged to respect each other's values and support each other.*
- *Our children have the right to be supported to meet their emotional and social needs as well as their educational needs.*
- *Our school will contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours.*

All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

Schools will fulfil their local and national responsibilities as laid out in the following documents:

- *The most recent version of [Working Together to Safeguard Children](#) (DfE July 2018)*
- *The most recent version of [Keeping Children Safe in Education: Statutory guidance for schools and colleges](#) (DfE Sept 2020)*
- *[West Midlands Safeguarding Children Procedures](#)*
- *[The Education Act 2002 s175](#)*
- *[Sexting in Schools & Colleges – responding to incidents and safeguarding young people](#) (UKCCIS) 2016*
- *General Data Protection Legislation (2018)
https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en*
- *Mental Health & Behaviour in Schools.
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>*
- *[Protecting Children from Radicalisation: The Prevent Duty, 2015](#)*
- *[Relationships education, relationships and sex education \(RSE\) and health education \(from September 2020\)](#)*
- *[Voyeurism offences act 2019](#)*
- *[Children missing education](#) (September 2016)*

2. Overall Aims

This policy will contribute to the protection and safeguarding of our pupils and promote their welfare by:

- Clarifying standards of behaviour for staff and pupils.
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values.
- Include opportunities in the curriculum for pupils to develop the skills they need to recognise and stay safe from abuse and know who they should turn to for help.
- Encouraging pupils and parents to participate;
- Alerting staff to the signs and indicators that all may not be well.
- Developing staff awareness of the causes of abuse.
- Developing staff awareness of the risks and vulnerabilities their pupils could face
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, discrimination or victimisation.
- Recognising risk and supporting Online Safety for pupils, including in the home.

This means that in our school we:

*Have a Staff Code of Conduct
Have a Pupil's Behaviour Policy
Have a Complaints procedure*

These and other Policies can be accessed through the School's website

<https://www.thedownsmalvern.org.uk/about-the-downs/policies.html>

- *Identify and protect our vulnerable pupils.*
- *Identify individual needs as early as possible; and*
- *Develop plans to address those needs*
- *Work in partnership with pupils, parents/carers and other agencies.*

Our policies extend to any organisation the school commissions to deliver education to our pupils on our behalf including alternative provision settings.

Our Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. The Governors will ensure that appropriate risk assessments are completed and ongoing monitoring is undertaken.

3. Data Protection, Information Sharing and Confidentiality

- The school is fully aware of the obligations which the Data Protection Act 2018 and the GDPR places on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- However, the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The school is aware of the seven golden rules to sharing information set out in Information Sharing Guidance (HM Government July 2018).
- Safeguarding and Child Protection information will be dealt with in a sensitive manner.
- The Headteacher or DSL will disclose information about a pupil 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.

Data Protection Officer: **Alastair S Cook**

We will share information with statutory and partner agencies to promote the safety and welfare of our pupils.

In line with the information sharing principles we will only share information that is necessary, proportionate, relevant, accurate, timely and secure. We will keep accurate records of our decisions.

We will not disclose to a parent any information held on a child/young person if this would put the child at risk of significant harm

<ul style="list-style-type: none"> • All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being. • Safeguarding and Child Protection information will be dealt with in a confidential manner. • Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil the school will not keep family files. Files will be kept for at least the period during which the pupil is attending the school, and beyond that in line with current data legislation and guidance. • When a pupil moves from our school, Child Protection and Safeguarding records will be transferred on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, such as to allow the new school to make any arrangements in advance of the pupil's arrival. 	<p><i>We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child arrives.</i></p>
<p>4. Expectations</p> <p>All staff and visitors will:</p> <ul style="list-style-type: none"> • Be familiar with this Safeguarding & Child Protection Policy • Understand their role in relation to safeguarding • Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators) • Record concerns and give the record to the DSL, or deputy DSL, and • Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible. • Be involved, where appropriate, in assessments and the implementation of individual School-focused interventions, Early Help and Our Family Plans, Child In Need Plans and inter-agency Child Protection Plans 	<p><i>This means that in our school:</i></p> <p><i>All our staff will receive annual safeguarding training and update briefings as appropriate</i></p> <p><i>Our Governors will be subjected to an enhanced DBS check and 'section 128' check.</i></p> <p><i>We will follow Safer Recruitment processes and checks for all staff.</i></p>

5. The Role of the Designated Safeguarding Lead (DSL)

- The DSL will be a member of the school's Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- DSLs should work closely with teachers to promote educational outcomes where they have safeguarding or child protection concerns.
- Governing bodies and proprietors should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties. Organising child protection induction training for all newly appointed staff, whole staff training, refreshed with annual updates.
- Providing a mechanism to ensure that all staff understand are able to discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education guidance;
- Undertaking, in conjunction with the Headteacher and Safeguarding Governor, an annual audit of safeguarding procedures.
- Making use of the Levels of Need guidance when making a decision about whether the threshold for Early Help or Social Care intervention is met;
- Referring a child to the Children's Social Care when there are concerns about possible abuse and neglect;
- 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;
- Notifying the key worker if there is an unexplained absence of more than two days of a pupil 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 child protection 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.

This means that in our school:

Our Governing Body will ensure the DSL and deputy DSL's undergo training to provide them with the knowledge and skills required to carry out the role, and this will be updated at least every two years.

During term-time either the DSL or Deputy DSL will be available during school hours to discuss and act on any safeguarding concern. During school holidays, in exceptional circumstances, the DSL and/or Deputy DSL can be contacted via the school office.

Any steps taken to support a child who has a safeguarding vulnerability must be reported to the lead DSL and/or deputy DSL.

Safeguarding information will be shared with staff only if, in the DSL's assessment, it is in the best interest of a child's safety, welfare and education outcomes.

A written record will be made of what information has been shared, with whom, and when.

See Appendix B KCSiE 2020 for full details of role

<p>6. Mental Health</p> <ul style="list-style-type: none"> • KCSiE 2020 also recognises that where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. • All staff need to be aware of how these children's experiences can impact on their mental health, behaviour and education. 	<p><i>In our school this means that:</i></p> <ul style="list-style-type: none"> • <i>All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation;</i> • <i>All Staff will take immediate action and speak to a DSL if they have a mental health concern about a child that may indicate a safeguarding concern.</i>
<p>7. The Designated Teacher for Looked after and Previously Looked After Children</p> <ul style="list-style-type: none"> • With commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. • Governing bodies of maintained schools must appoint a designated teacher. In non-maintained schools and colleges as appropriate trained teacher should take the lead. The designated teacher should work with local authorities to promote the educational achievement of registered pupils who are looked after. 	<p><i>In our school the Designated Teacher is:</i> <i>Vanessa Whitehead</i></p> <p><i>Our Designated Teacher will:</i></p> <ul style="list-style-type: none"> • <i>Work with the Virtual school to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.</i> • <i>Work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.</i>
<p>8. The Governing Body</p> <p>Governing Bodies and proprietors should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;</p> <ul style="list-style-type: none"> • The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers • The Head Teacher and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained • Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities • The school remedies any deficiencies or weaknesses brought to its attention without delay; and • The Governing body have a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors in line with KCSiE 2019 and Local Safeguarding Partnership procedures. • The Nominated Governor is responsible for liaising with the Head Teacher and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils. <p>Extended school activities</p>	<p><i>In our school this means that:</i></p> <p><i>All governors must have read part 2 of "KCSiE-20"</i></p> <p><i>Our nominated Governor for Safeguarding and Child Protection is: Charlotte Elgar</i></p> <p><i>This Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.</i></p> <p><i>The Governing Body will review all policies/procedures that relate to safeguarding and child protection annually.</i></p> <p><i>A member of our Governing Body (usually the Chair) is nominated to be responsible for liaising with Local Authority Designated Officer in the event of allegations of abuse being made against the Head Teacher.</i></p> <p><i>The Nominated Governor will liaise with the Head Teacher and the DSL to produce a report at least annually for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.</i></p>

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

9. Safer Recruitment and Selection

The school should pay full regard to 'Safer Recruitment' practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

This means that in our school:

The school will have a written recruitment and selection policy statement and procedures linking explicitly to this policy.

The following school staff have undertaken Safer Recruitment training:

1. Alastair S Cook

2. Kate Tripp Head of HR

And the following members of the Governing Body have also been trained:

Stephen Holroyd

One of these will be involved in all staff recruitment processes and sit on the recruitment panel.

Volunteers not working in regulated activity will always be supervised.

Volunteer risk assessments will be completed for all volunteer.

9.1 Induction

All staff must be aware of systems within their setting which support safeguarding and these should be explained to them as part of staff induction.

9.2 Training

The school recognises that because of the day to day contact with children school staff are well placed to identify concerns at an early stage. It is vital that all staff are able to recognise signs and indicators across a spectrum of abuse.

Recognising the impact of COVID 19, DSLs should be given additional time, particularly in the Autumn term to support staff and children regarding new safeguarding and welfare

Our staff induction process will cover:

- *The Safeguarding & Child Protection policy;*
- *The Behaviour Policy;*
- *The Staff Behaviour Policy (sometimes called a Code of Conduct);*
- *The safeguarding response to children who go missing from education; and*
- *The role of the DSL (including the identity of the DSL and any deputies).*

Copies of policies and a copy of Part One of the KSCIE-20 document are provided to staff at induction.

All staff will receive training in child protection and safe working practice. In addition, they will receive safeguarding and child protection updates as required, but at least annually.

We will support staff by providing an opportunity to talk through all aspects of

<p>concerns. Regular safeguarding supervision will be offered to the Lead DSL within school usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the school. DSLs will be supported to access training as appropriate including training in behaviour and mental health</p> <p>9.3 Supervision (Staff Support) Regular supervision will be offered to the Lead DSL and Deputy DSL's within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.</p>	<p><i>safeguarding work within education with the DSL and to seek further support as appropriate.</i></p> <p><i>We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.</i></p>
<p>10. The Use of Reasonable Force</p> <p>There are circumstances when it is appropriate for staff in school to use a physical intervention to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.</p> <p>Departmental advice for schools is available here: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</p>	<p><i>This means our school:</i></p> <p><i>Has a behaviour policy</i></p> <p>https://www.thedownsmalvern.org.uk/about-the-downs/policies.html</p> <p><i>By planning positive and proactive behaviour support the occurrence of challenging behaviour and the need to use physical intervention will reduce.</i></p> <p><i>We will write individual behaviour plans for our more vulnerable children and agree them with parents and carers.</i></p> <p><i>We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their pupils and students. Staff who are likely to need to use physical intervention will be appropriately trained.</i></p> <p><i>When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.</i></p>
<p>11. The School Role in the Prevention of Abuse</p> <p>This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.</p> <p>Safeguarding issues will be addressed through all areas of the curriculum.</p>	<p><i>This means that in our school:</i></p> <p><i>We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.</i></p> <p><i>All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter-linked to ensure a whole school approach.</i></p>

	<p><i>All staff will be made aware of our school's unauthorised absence and missing from education procedures.</i></p>
<p>12. What We Will Do If We Are Concerned Responses to Concerns – Early Help</p> <p>Our school adheres to child protection procedures that have been agreed locally through the Safeguarding Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with:</p> <ul style="list-style-type: none"> • The Government's Working Together statutory guidance • Regional Child protection procedures (www.westmidlands.procedures.org.uk) • The relevant Local authority's Levels of Need or Thresholds Guidance . <p>Where unmet needs have been identified for a child utilising the Levels of Need or Threshold Guidance but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.</p> <p>The child's voice must remain paramount within a solution focused practice framework.</p> <p>Should it be felt that a multi-agency response is needed to meet the unmet safeguarding need; the DSL will initiate a request via the appropriate early help pathway.</p> <p>The DSL will then lead the agreed intervention from school as part of the multiagency safeguarding response and ongoing school-focused support.</p>	<p><i>This means that in our school:</i></p> <p><i>All Staff will notice and listen to children, sharing their concerns with the DSL in writing via the school's safeguarding recording system.</i></p> <p><i>This will be completed as soon as possible and passed to the DSL/DDSL, timed, dated and signed by the member of staff.</i></p> <p><i>Safeguarding leads will assess, plan, do and review plans</i></p> <p><i>Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CDP</i></p> <p><i>The DSL will generally lead on liaising with other agencies. Any multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.</i></p> <p><i>In our school although any member of staff can refer a situation to Children's Social Care, it is expected that in most cases, referrals are passed through the DSL team.</i></p>
<p>13. Safeguarding of Pupils vulnerable to Radicalisation</p> <p>With effect from 1st July 2015, all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.</p> <p>The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.</p> <p>Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.</p> <p>13.1 Risk Reduction</p> <p>The school governors, Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues</p>	<p><i>This means that in our school:</i></p> <p><i>Values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and teachers have the right to speak freely and voice their opinions.</i></p> <p><i>Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group is part of our school's safeguarding duty</i></p> <p><i>We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White</i></p>

<p>specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school.</p> <p>The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL.</p> <p>The School will monitor online activity within the school to ensure that inappropriate sites are not accessed by pupils or staff.</p> <p>The School has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).</p> <p>13.2. Channel</p> <p>Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:</p> <ul style="list-style-type: none"> • Establish an effective multi-agency referral and intervention process to identify vulnerable individuals; • Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and • Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability. <p>Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty (DfE July 2015)</p>	<p><i>Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school's safeguarding duty.</i></p> <p><i>The SPOC for our school is: Alastair S Cook</i></p> <p><i>All staff within our school will be alert to changes in a child's behaviour or attitude which could indicate that they need help or protection.</i></p> <p><i>If any member of staff in a school has a concern about a particular pupil, they will follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead and SPOC, and where deemed necessary, with children's social care.</i></p> <p><i>Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation</i></p>
<p>14. Pupils who are at risk/vulnerable to Exploitation, Trafficking , and so called 'Honour-based' Abuse – including Forced Marriage and Female Genital Mutilation</p> <p>With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.</p> <p>Failure to report such cases will result in disciplinary sanctions.</p> <p>The teacher will also discuss the situation with the DSL before a decision is made as to whether the mandatory reporting duty applies.</p>	<p><i>This means that in our school we ensure:</i></p> <p><i>Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.</i></p> <p><i>All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;</i></p> <ul style="list-style-type: none"> • <i>Forced Marriage</i> • <i>FGM</i> • <i>Honour Based Abuse</i> • <i>Trafficking</i> • <i>Criminal Exploitation & Gang Affiliation</i> <p><i>Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their lesson plans.</i></p>

15. Children Who Go Missing from Education

A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

Work around attendance and Missing from Education will be coordinated with safeguarding interventions.

The school must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 5 days or more.

The school (regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education)
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change)
- Displaced as a result of a crisis e.g. domestic violence or homelessness
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period
- Has been permanently excluded

This means that in our school we will:

Hold two or more emergency contact numbers for each pupil.

All our attendance work will liaise closely with the DSL.

We will adapt our attendance monitoring on an individual basis to ensure the safety of each child at our school

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of pupils that would be considered 'missing'.

We will work closely with the CME Team, School Admissions Service and the Elective Home Education Team

16. Peer on Peer Abuse

It is important that school and college can recognise that children are capable of abusing their peers, and that this abuse can include:

- physical abuse,
- sexting,
- initiation/ hazing,
- upskirting – typically taking a picture under a persons clothing without their knowledge
- sexual violence and harassment

The school's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance.

This means that in our school:

We will not tolerate instances of peer on peer abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up".

We will follow both national and local guidance and policies to support any children subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools. KCSIE Part 5 2020.

<p>It should be recognised that there is a gendered nature to peer on peer abuse i.e. that it is more likely that girls will be victims and boys perpetrators.</p> <p>Schools should recognise the impact of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:</p> <ul style="list-style-type: none"> • Rape • Assault by Penetration • Sexual Assault 	<p>Our DSL will follow local guidance to enable provision of effective support to any child affected by this type of abuse.</p> <p>See Peer on Peer Abuse Appendix 6</p>
<p>17. Criminal Exploitation & Gang Affiliation</p> <p>Criminal exploitation interlinks with several multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes.</p> <p>It is important that children who are criminally exploited are seen as victims and not treated as criminals and treated through safeguarding and child protection procedure.</p> <p>Work to address criminal exploitation is covered by relevant legislation including:</p> <ul style="list-style-type: none"> • Crime & Disorder Act – 1998 • Children Act – 2004 • Serious Crime Act – 2015 • Modern Slavery Act – 2015 • Criminal Finances Act – 2017 • Children & Social Work Act – 2017 <p>And the new Working Together (2018) requires agencies support vulnerable people within the context of the wider safeguarding agenda.</p>	<p><i>This means that in our school:</i></p> <p><i>We will be aware of and work with the Police and local organisations to disrupt as much as possible gang activity within our school.</i></p> <p><i>The DSL will be aware of County Lines and the National Referral Mechanism.</i></p>

Part 2 Specific Procedures

18. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

- 18.1 This procedure must be used in any case in which it is alleged that a member of staff, Governor, visiting professional or volunteer has:
- Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved in a way that indicates s/he is unsuitable to work with children.
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 18.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse pupils.
- 18.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.
- 18.3.1 Allegations or concerns about staff, colleagues and visitors must be reported directly to the Head Teacher who will liaise with the Designated Officer (LADO) Team who will decide on any action required.
- 18.3.2 If the concern relates to the Head Teacher, it must be reported immediately to the Chair of the Governing Body, who will liaise with the Designated Officer (LADO) and they will decide on any action required.
- 18.3.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Designated Officer (LADO) Team who will decide on any action required.

19. WHISTLEBLOWING

- 19.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 19.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy.
- 19.3 Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).
- 19.4 Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the [NSPCC whistleblowing helpline](#)

20. ABUSE OF POSITION OF TRUST

- 20.1 We recognise that as adults working in the school, we are in a relationship of trust with pupils in our care and acknowledge that it could be considered a criminal offence to abuse that trust.
- 20.2 We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.
- 20.3 We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

21. CHILDREN WITH ADDITIONAL NEEDS

- 21.1 Our School recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

21.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing Child Protection file, we will conduct an holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.

22. CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

22.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (without the involvement local authority Children's Services) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

22.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

22.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children/young people who need alternative care because of parental illness;
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children/young people;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children/young people staying with families while attending a school away from their home area.

23. LINKS TO ADDITIONAL INFORMATION ABOUT SAFEGUARDING ISSUES AND FORMS OF ABUSE

23.1 Staff who work directly with children/young people, and their leadership team should refer to this information

23.2 Guidance on children in specific circumstances found in Annex A of KCSIE- 19, and additional resources as listed below:

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect	West Midlands Safeguarding Children Procedures
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	West Midlands Safeguarding Children Procedures
Children and the Courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds	MoJ advice

	https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	
Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	West Midlands Safeguarding Children Procedures
Family Members in Prison	https://www.nicco.org.uk/	Barnardos in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances	West Midlands Safeguarding Children Procedures
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	West Midlands Safeguarding Children Procedures
Child Exploitation	http://westmidlands.procedures.org.uk/pkppl/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children	West Midlands Safeguarding Children Procedures
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & Wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures
Violence	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence https://www.gov.uk/government/policies/violence-against-women-and-girls	West Midlands Safeguarding Children Procedures

APPENDICES

APPENDIX 1

Definitions, Recognition & Identification of Abuse

Taken from Working Together to Safeguard Children 2018, Part 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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.

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

- Babies – feeding difficulties, crying, poor sleep patterns, delayed development, irritable, non-cuddly, apathetic, non-demanding
- Toddler/Pre-School – head banging, rocking, bad temper, ‘violent’, clingy. From overactive to apathetic, noisy to quiet. Developmental delay – especially language and social skills
- School age – Wetting and soiling, relationship difficulties, poor performance at school, non-attendance, antisocial behaviour. Feels worthless, unloved, inadequate, frightened, isolated, corrupted and terrorised
- 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.¹

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

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

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 pupil 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
- 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

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 haemorrhages 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

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. The sexual abuse of children by other children is a specific safeguarding issue in education

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 minder
- 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

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

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 CHECKLIST²

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
- Living in a gang neighbourhood

² The Office of the Children's Commissioner (2012) Interim Report - Inquiry into Child Sexual Exploitation in Group and Gangs.

- 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 local Safeguarding partnership arrangements for dealing with issues of CSE, including completion of the screening tool.

APPENDIX 3

Domestic Abuse

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.

It would help if schools displayed posters or had cards/pens available with information about domestic abuse and contact details for useful agencies: for example, NSPCC **0808 800 5000** and ChildLine **0800 11 11**; Parentline **0808 800 2222**;

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

APPENDIX 4

Forced Marriage

A form of Honour-based Abuse and a Serious Crime

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

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: fm@fco.gov.uk **Website:** www.fco.gov.uk/forcedmarriage

FMU publication: 'Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage' June 09

See also: 'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage' Government Office - November 2008 and Interagency Guidance on Forced Marriage on the WSCB website.

APPENDIX 5

Female Genital Mutilation (FGM)

A form of Honour-based Abuse and a Serious Crime

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 fulfils 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 Leonei, Egyptian, Nigerian and Eritrean, as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

Obviously, this is 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 urinal 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).

APPENDIX 6

Peer on Peer Abuse

Introduction

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. The Downs Malvern recognises that abuse is abuse and should never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. The Downs Malvern recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. The different forms of peer on peer abuse are likely to include, but not limited to:

1. Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
2. Sexually harmful behaviour/sexual abuse (inappropriate sexual language, touching, sexual assault, etc)
3. Bullying (physical, name calling, homophobic, etc)
4. Cyber bullying
5. Sexting (also known as Youth Produced Sexual Imagery)
6. Initiation/hazing type violence and rituals
7. Prejudiced behaviour

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.

Types of Abuse (reference can also be made to **Appendix 2**)

1. Physical Abuse (hitting, kicking, shaking, biting, hair pulling, etc)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a child has engaged in such behaviour, including accidentally, before considering the action or punishment to be undertaken.

2. Sexually harmful behaviour/sexual abuse (inappropriate sexual language, touching, sexual assault, etc)

Sexually harmful behaviour from children is not always contrived or with intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be distressing to the child who instigates it as well as the child it is aimed at. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

3. Bullying (physical, name calling, homophobic, etc)

Bullying is unwanted aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems.

Bullying includes actions such as:

- making threats,

- spreading rumours,
- attacking someone physically
- attacking someone verbally – maybe with a particular focus – size, colour, gender, sexual orientation, excluding someone from a group, etc

See Anti Bullying Policy (PG8) for more information

4. Cyber bullying

Cyber bullying is the use of phones, instant messaging, email, chat rooms or social networking sites such as Facebook and twitter to harass, threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can easily fall into criminal behaviour under the Malicious Communications Act 1988 and is also supported by the Communications Act 2003.

If the behaviour involves the use of taking or distributing indecent images of children under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support children may require in these instances, the school will have no choice but to involve the police to investigate these situations.

See Cyber Bullying Policy (PG8A) for more information

5. Sexting (also known as Youth Produced Sexual Imagery)

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, children may not even be aware that they could be breaking the law as stated, as these are offences under the Sexual Offences Act 2003

Upskirting, can also be incorporated here. This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

See Appendix 7 of the Safeguarding & Child Protection Policy (2020) for more information

6. Initiation/hazing type violence and rituals

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with the older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse and harassment.

7. Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical, emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised and which is connected with prejudices around belonging, identity and equality in society. In particular, prejudices to do with:

- Disabilities – including children with SEND
- Gender
- Home life
- Sexual identity – LGBTQ children

Expected action to be taken by all staff

The school will ensure, through training, that staff, volunteers and governors will have an understanding of the range of peer on peer abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise and manage such issues.

Staff will be given the skills to identify and manage harmful sexual behaviour using resources such as the Brook Traffic Light Tool.

<https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

The DSL should be informed of any concern as soon as possible so they can make decisions around the next steps to be taken. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. **It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.** KCSIE 2020

Next steps

Where abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Behaviour Policy (PG7) and Anti-Bullying Policy (PG8).

Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL should refer to the West Midlands Safeguarding Children procedures website (section 3.3) and seek advice from the Family Front Door (Worcestershire), Community Social Worked (Worcestershire) or MASH (Herefordshire) before commencing its own investigation or contacting parents. This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents. All such incidents will be recorded using our child protection recording forms.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of Keeping Children Safe in Education 2020 and DfE guidance '[Sexual violence and sexual harassment between children in schools and colleges](#)'

Support for victims of abuse will be in line with support outlined in the school's Behaviour and Anti-Bullying policies. For victims of sexual abuse, the school should follow advice given by the Children's Social Care and consider using external agencies, such as Early Help or West Mercia Rape and Sexual Abuse Support Centre to support any strategies that they may be able to provide within the school.

Depending on the nature of abuse, the school may need to consider providing measures to protect and support the victim, the alleged perpetrator and other pupils and/or staff in the school by means of a risk assessment. The risk assessment should be recorded and kept under review.

APPENDIX 7

Sexting

What is sexting?

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

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.

³ Reprinted from Wolak and Finkelhor 'Sexting: a Typology' March 2011

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 pupil 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 pupils in school.

Further information is available from the [NSPCC](#)

APPENDIX 8

Radicalisation & 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 pupils;
- Assessing the risk of pupils 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 pupils at risk;
- Keeping pupils 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.

Pupils 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 pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil 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 pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet Aspirations:** the pupil 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:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils 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;
- Pupils 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;
- Pupils 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 pupils 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.
- Refer to the Channel programme

APPENDIX 9

COVID 19 & Safeguarding

Schools must have regard to the statutory safeguarding guidance, [keeping children safe in education](#) and should refer to the [coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers guidance](#) and update safeguarding procedures in line with DfE updates.

Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

Online safety

[Coronavirus \(COVID-19\): keeping children safe online](#) - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the [guidance for safer working practice for those working with children and young people in education settings](#) published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online

companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online.
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- [Internet Matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- [Net-aware](#) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation.
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- [Support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying.
- [Support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.



APPENDIX 10
Safeguarding Concern Form – Child
All Staff & Visitors
PRIVATE and CONFIDENTIAL

Use this form to record/log any concern **about** a pupil's safety and/or welfare and/or
 Child protection issue.

Once complete, pass this form onto the DSL straight away.

Name of person raising concern & position:	Date:	Time:
Name of pupil of concern:	D.O.B.	Year Group:
Details of concern raised: (include who, what, when and where; the names of witnesses if relevant; details of any immediate action; attach any other relevant documentation)		
Details of conversations (where possible record both the pupil's and your actual words):		

Other people who witnessed or know of the situation:
Action Taken:

Reporting staff signature:	Date:	
DSL signature:	Date:	
Further action and details: 		
Resolution of concern:		
Date	Action	People involved
Documents connected to concern: 		