

Child Protection and Safeguarding Policy 2015



Signed (Chair of Governors).....

Signed (Head teacher).....

Date.....

Review Date.....

This Policy complies with Warrington LA guidance.	YES
This Policy will be reviewed in	2018
The Policy was agreed by Governors in:	2015
The Policy is available for staff at:	Staffroom
And for parents/carers at:	School web site

Child Protection and Safeguarding Policy 2015

1.0 Introduction

“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.” Keeping Children Safe in Education, April 2014. At Latchford St James CE Primary School our school motto is:

‘The best that we can be!’

We believe we will achieve this by creating:

- a happy, healthy and safe environment in which children and adults can flourish. Furthermore, we understand Safeguarding in its broadest sense and seek to remove any barriers to a child’s physical, emotional, spiritual and cognitive wellbeing and development to the very best of our abilities.

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: ‘Working Together to Safeguard Children’ 2013, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ 2003. The guidance reflects, ‘Keeping Children Safe in Education’ April 2014 and relates to everyone under the age of 18.

1.2 The whole school and Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. This duty is enshrined in The Teachers’ Standards 2012, which states that teachers have a duty to safeguard children’s well-being and maintain public trust in the teaching profession.

1.3 We recognise that all adults working in our school in a paid or unpaid capacity, including after school club providers, temporary staff, volunteers and Governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern. We are aware of the need to be vigilant and maintain an attitude of “it could happen here”.

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

1.5 The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendix A)
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school, who have substantial access to children, have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance) and a single central record is kept for audit.

1.6 This policy should be read in conjunction with the following school documentation:

- Safe Recruitment and Vetting Policy
- Code of Conduct
- Sex and Relationship Policy
- Health and Safety Policy
- PHSE Policy and schemes of work
- E-Safety Policy
- Intimate Care Policy
- Whistle Blowing Policy
- Anti-Bullying Policy
- Behaviour Policy

2.0 Safe School, Safe Staff

2.1 We will ensure that all members of the school and Governing Body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection and Safeguarding Policy together with a Code of Conduct (which applies to all adults in the school).
- The school operates safer recruitment procedures by ensuring that the Designated Senior Person (DSP) is on the recruitment panel and that at least one other person on every recruitment panel has completed Safer Recruitment Training.
- Staff and Governors are aware of the procedures to follow in the event of concerns (Appendix A).

- The school has procedures for dealing with allegations of abuse against staff and volunteers and will seek advice from the Local Authority Designated Officer (LADO).
- The school will make a referral to the DBS and Secretary of State if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been dismissed had they not resigned.
- The school will make a referral to the DBS should we cease to use the services of a volunteer as a result of a substantiated allegation.
- A senior leader is appointed as Designated Senior Person (DSP) with safeguarding responsibility.
- The DSP undertakes regular training - both interagency training and through Warrington Safeguarding Children Board (WSCB).
- All other staff and Governors have annual Safeguarding training updated as appropriate.
- Any weaknesses in Child Protection (policy and procedure) are remedied immediately.
- A member of the Governing Body (usually the Chair) is nominated to liaise with the LA on Child Protection issues in the event of an allegation of abuse being made against the Head Teacher.
- Child Protection and Safeguarding Policy and procedures are reviewed annually and that the Child Protection and Safeguarding Policy is available on the school website and available on request.
- The Governing Body considers how children may be taught about safeguarding. This is be part of a broad and balanced curriculum, made pertinent to our local community, covering relevant issues through Personal Health Social and Education (PHSE) and through Sex and Relationship Education (SRE). This may also include commissioning the services of other agencies e.g. NSPCC, to educate children.
- All members of staff and volunteers are provided with Child Protection and Safeguarding Policy, Code of Conduct and Whistle Blowing Policy at induction.
- All teaching staff are trained in and receive regular updates in e-safety and reporting concerns.
- All members of staff are aware of the key types of abuse and how these may be recognised (Appendix B) – though we recognise that this information may not be completely comprehensive.
- All members of staff, volunteers, and Governors know how to respond to a pupil who discloses abuse through the procedures outlined in this policy and if in doubt will seek advice from Children's Social Care.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection and Safeguarding Policy on the school website.

2.2 Our policy and procedures will be regularly reviewed and up-dated at least annually.

3.0 Responsibilities

The Designated Senior Person (DSP) is responsible for:

- Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. All referrals and telephone calls should be logged in the Child Protection File following concerns/discussions with either social care, WSCB, MARAC, police or any other agency related to the well-being of the child.

- Keeping written records of concerns about a child in the Child Protection File - even if there is no need to make an immediate referral noting dates, times, telephone numbers and the names of those involved in any discussions with a brief outline of the issues discussed.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records in the Head Teacher's office. Any archived materials should be retained in the school archive until the child's 25th birthday, and are copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file mentioned above is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parent.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction and update training annually for all school staff.

4.0 Supporting Children

4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.4 Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

5.0 Confidentiality

5.1 We recognise that all matters relating to child protection are confidential.

5.2 The Head Teacher/DSP will disclose any information about a child to other members of staff on a need to know basis only.

5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with social care and/or WSCB on this point.

6.0 Supporting Staff

6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSP and to seek further support as appropriate.

7.0 Allegations against staff

7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

7.2 All Staff should be aware of the school's Positive Behaviour and Anti-Bullying Policy.

7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers are contained in the Code of Conduct.

7.4 We understand that a pupil may make an allegation against a member of staff.

7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head Teacher .

7.6 The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow school policy.

7.7 If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Head Teacher first.

7.8 The school will follow the Local Authority policy adopted by the Governing Body for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally following consultation with the LADO.

7.9 Suspension of the member of staff, excluding the Head Teacher, against whom an allegation has been made, needs careful consideration; the Head Teacher will seek the advice of the LADO and Human Resources in making this decision.

7.10 In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.

7.11 The same procedure as applies to school staff will apply in managing an allegation against a community user or external consultant.

8.0 Whistle-blowing

8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

8.2 All staff are made aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. This is published and publicly posted around the school in key areas. Should they feel these concerns are not being taken seriously within school, after they have invoked the Whistle Blowing Policy, they should speak to LADO.

8.3 Whistle-blowing re the Head Teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

9.0 Physical Intervention

9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. All staff have been trained in Team Teach principals and have a range of strategies to calm, de-escalate and divert attention in order to prevent hazardous behaviour, including physical intervention.

9.2 Serious behaviour incidents should be recorded on a Pupil Incident Record Form, brought to the attention of senior leaders and stored in the Behaviour Folder and signed by members of staff. Where physical intervention was necessary to manage the situation, a Positive Handling Record form must be completed, shared with senior leaders and stored in the Behaviour folder.

9.3 Staff who work regularly with a child where there is a likely to need to use physical intervention will be appropriately trained and risk assessments completed.

9.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

9.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given guidance within the Code of Conduct to ensure they are clear about their professional boundary.

10.0 Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. Our Anti-Bullying Policy clearly sets out the steps to be taken and recorded.

11.0 Equality

Our Equality Policy is set out separately. We acknowledge that the failure to deal with issues related to race, religion, gender, sexuality or disability may lead to consideration under child protection procedures. We keep a record of such incidents.

12.0 Prevention

12.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12.2 The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying events, asking children to report whether they have had happy/sad lunchtimes/playtimes, and engaging in Circle Time.
- Provide a PHSE curriculum which will cover safeguarding and self-protection, anti-bullying work, e-safety, safe use of mobile technologies and social networks, road safety, pedestrian and cycle training and high school transition activities.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

13.0 Health & Safety

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

14.0 Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents and reports to the Governing Body through the Head teacher's Report to Governors
- Review of parental concerns and parent questionnaires

This policy was ratified by the Governing Body on 1st February 2016

Review date: Annually in the Spring Term

Appendices

A - Child Protection Procedures

B – Recognising Signs of Child Abuse

C – Concern Form

Glossary:

DBS	Disclosure and Barring Service
DSP	Designated Senior Person
LADO	Local Authority Designated Officer
MARAC	Multi Agency Risk Assessment Conference
PHSE	Personal Health and Social Education
WSCB	Warrington Safeguarding Children Board

APPENDIX A

CHILD PROTECTION PROCEDURES

This school is committed to the protection of children and as such all persons have a duty to be aware of the need to protect children. These procedures set out the steps to be taken where there is concern about a child.

Designated Senior Person – Mr Martin Flute

In their absence – Mrs P Swift

Child Protection Governor – Mrs Kim Yates

ACTION TO BE TAKEN WHERE THERE ARE ISSUES OF CONCERN

Child Protection is the responsibility of all staff. We do not know who a child will choose to confide in and so all staff must be aware of the procedures and adhere to them.

A child discloses an incident or says something or you see something which causes you concern:

1. Listen to what the child has to say – being cautious not to ask leading questions or use vocabulary which the child has not used – this could compromise any future legal action.
2. Do not appear shocked or judgemental.
3. Do not promise the child confidentiality – you cannot keep such information confidential. Rather reassure the child that you will be speaking to someone about their concerns / the incident in order to help them.
4. Discuss the incident immediately with the designated child protection teacher or, in their absence, the assistant. You have a duty to do this in order to fulfil your obligations under Child Protection legislation.
5. Make notes of the incident, on the Child Concern Form - Appendix C, and hand them to the Designated Senior Person (or the deputy in the Head teacher's absence). Ensure that the form has been read and actioned – DO NOT LEAVE THE FORM ON THE HEADTEACHER'S DESK. DO NOT KEEP IN CLASS FILE.
6. The Designated Senior Person will then follow their duties.
7. If the allegation is against the Head Teacher then staff should speak to the Chair of Governors.

All phone calls relating to Child Protection should be logged with date, time, names of people contacted and brief notes of conversations. This log is kept in a confidential file in the Head teacher's office.

Staff should be aware that all notes made may be read by parents or used as the basis of reports to the Local Authority, social care, the police or the courts.

Staff should be aware that if they do not feel their report has been treated seriously then they may also report the matter further under the Whistle Blowing Policy or make a direct referral to social care.

If a child discloses any information remember these golden rules:

Do ✓	Don't X
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<ul style="list-style-type: none"> • Listen carefully • Make accurate notes using the child's words. • Inform the designated person for child protection. • Tell the child that they have done the right thing by telling you. 	<ul style="list-style-type: none"> • Ask leading questions. • Use your own words to describe events. • Investigate. • Promise confidentiality.
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If the Head or the Deputy are not available and the matter is urgent then follow the procedures as outlined in the staff room and ring the LA Safeguarding Team for advice on 01925 442928 or 01925 443400 for Social Care's Duty and Assessment Team or 01925 444400 after 5pm. Please see staff room information boards for further det

APPENDIX B

Recognising signs of child abuse

It must be remembered that perpetrators of abuse can be male, female or other children.

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse, cyberbullying, bullying)
- Sexual Abuse including child sexual exploitation
- Neglect
- Enforced marriage
- Female genital mutilation
- Radicalisation – seek LA and police support through CHANNEL

Signs of Abuse in Children:

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

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

Risk Indicators

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

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)

- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship:

The child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

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

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

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

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face

- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.
- There is an unexplained fracture in the first year of life.

Scars

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

Recognising Emotional Abuse

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

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

The following may be indicators of emotional abuse:

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

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Some children may not be aware that they are experiencing sexual abuse and may see the actions of the adult as “normal”. This may involve forcing or enticing a child to take part and it may or may not involve penetration. It can include involvement in looking at, or the production of sexual images.

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, persistent urine infection, presence of semen on vagina, anus, external genitalia or clothing.

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. Advice should always be sought as we are not trained to make judgements.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections

- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Forced Marriage

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party – contact the LADO and police.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris.
- Type 2 Excision – partial/total removal of clitoris and labia minora.
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia.
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage

- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

The 'One Chance' rule

With Forced Marriage and Female Genital Mutilation, there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.

Further advice is available from the GOV.UK website and agencies such as the NSPCC.

Private Fostering

Schools can play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

What is a private fostering arrangement?

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are not private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover.

- *Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison;*
- *Children sent to this country, for education or health care, by parents who live overseas;*
- *A child living with a friend's family because they do not get on with their own family;*
- *Children living with a friend's family because of their parents' study or work;*
- *Children staying with another family because their parents have separated or divorced;*
- *Teenagers living with the family of a boyfriend or girlfriend;*
- *Children from abroad who attend a language school or mainstream school in the county and are staying with host families;*
- *Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians';*
- *Unaccompanied asylum seeking minors who are living with friends, relatives or strangers.*

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Warrington Children's Services.

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Services are not involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional, it is important for you to notify Children's Services if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur;
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Professional for safeguarding (SDP);
- The SDP or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement.

Radicalisation and Extremism

What is extremism?

Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.

"In assessing the drivers of and pathways to radicalisation, the line between extremism and terrorism is often blurred. Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others)". [Prevent Strategy 5.34]

"Terrorist groups can take up and exploit ideas which have been developed and sometimes popularised by extremist organisations which operate legally in this country. This has significant implications for the scope of our Prevent strategy. Evidence also suggests that some (but by no

means all) of those who have been radicalised in the UK had previously participated in extremist organisations" (Prevent Strategy - opening summary to chapter 5)

Why is a frank discussion of extremism necessary in schools?

Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making in a democratic way. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal. "We believe that schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. According to a survey by the UK Youth Parliament in August 2008, 94% of young people said they thought schools were the best environment in which to discuss terrorism. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda" (Prevent Strategy).

We also need to recognise that, young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. "Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism" (Prevent Strategy).

Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of their safeguarding responsibilities.

Extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. There is a need to empower learners to come together, with their families and the wider community, to expose extremism to critical scrutiny and reject violence and intolerance in whatever forms they take and whether it be from animal rights activists, ecological protesters, Al Qaida-influenced groups, Irish republican terrorists, racist and fascist organisations or far-right extremist groups.

Publicly funded schools remain under a duty to promote community cohesion. Schools can give learners the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision-making about important and real issues.

Effectively tackling controversial issues can help learners challenge the perceptions and misconceptions of their own and others'. To do this classroom practices must include:

- developing questioning, speaking and listening techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;

- promoting open respectful dialogue; and
- affirming multiple identities.

The police non-emergency number 101

Crimestoppers 0800 555 111

Anti-Terrorism Hotline 0800 789 321

Appendix C

Latchford St James Church of England Primary School

The best that we can be'

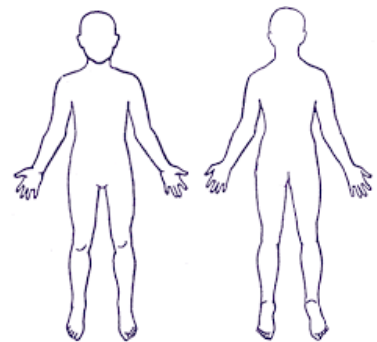


Child Protection Concern Form

NAME

Date

Concern



Reported by:

Position:

Dealt with by:

Position:

Action Taken (inc dates)

Outside Agencies

Further Action