



BURTON BOROUGH SCHOOL

“Keeping Children Safe in Education” Safeguarding and Child Protection Policy

Policy Reviewer	Karl Hill Designated Safeguarding Lead (Head of School)	Date of Review	September 2018
Date Presented to Governors	15 th October 2018	Date of next Review	Annually
Designated Persons	Karl Hill - Head of School T&W Trained 2016 L2 Ben Morgan - Vice Principal T&W Trained 2015 L2 Philippa Pickering – SSM T&W Trained 2015 L2 Nathan Garbett- SSM, T&W trained 2016 L2		

Keeping Children Safe in Education –Safeguarding & Child Protection Policy

Purpose

The purpose of this policy is to set out in detail how Burton Borough School intends to comply with the Section 11 of the Children's Act and Section 175 of the Education Act 2002, Working together to Safeguard Children 2015 and the HM Government's Keeping Children Safe in Education September 2016, which places duties on organisations to ensure that their functions are discharged with regard to the need to safeguard and promote the welfare of children along with outlining the school's approach to Safeguarding and Child Protection.

Aims

The aims of the school policy is to make all within the school feel safe and have clear roles and responsibilities in place for that to happen and the protection of children is the responsibility of everyone. The school's duty of care will be in line with Government legislation and Local T&W Safeguarding Children Board procedures.

Statement on Child Protection

- Safeguarding and promoting the welfare of children is defined as protecting children (under the age of 18) from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.
- Where a child is in danger of becoming radicalised or are showing possible signs of radicalisation action should be taken to protect that child and report it to the Local Authority and/or 'Channel' (HM Government).
- The Teacher Standards 2012 state that all teachers and staff including the Principal should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Mission Statement

At Burton Borough School, all staff are committed to ensuring the safety, welfare and protection of all children is paramount and any delay in reporting concerns is deemed unacceptable. All staff at Burton Borough School adheres to this principle:

- Burton Borough School places Safeguarding as the highest priority and understands that all staff and Governors have a significant role to play in safeguarding children and have a responsibility to provide a safe environment in which children can learn.
- Burton Borough School believes that those who work within the school community are in positions of trust and as such codes of conduct are based on the underlying principle that the highest standards are expected from all.
- Burton Borough School community believes that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- Burton Borough School works to the Safeguarding Children Board procedures for all staff who work with children, where allegations may be made by a child/adult of abuse in any form and works appropriately with each child, their family and other agencies to protect in all cases the welfare of the child.
- Burton Borough School staff receive appropriate child protection training which is regularly updated and staff are made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- Burton Borough School staff, working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff always act in the interest of the child and any child could be a victim, inside and outside school.
- Burton Borough School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All of the school community are aware of their duty to raise concerns, where they exit, about the attitude or actions of colleagues. Unacceptable standards, conduct or behaviour are challenged appropriately at the outset, and will not be tolerated.
- Burton Borough undertakes DBS checks on all staff, Governors and volunteers.
- Burton Borough staff undertake 'Prevent' training.

Supporting Children

- 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.
- 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.

- 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.
- 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 these agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is 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 over to the child's new setting and ensuring the school medical records are forwarded as matter of priority.

Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The Principal or Designated Person will disclose any information about a child 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.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 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 or harm, or impede a criminal investigation. If in doubt, we will consult with Family Connect on this point.

Supporting Staff

- 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 situations stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Persons and to seek further support as appropriate.

Allegations against Staff

- 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.
- All staff should be aware of T&W Guidance on Behaviour Issues, and the school's own Behaviour Management Policy.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- We understand that a pupil may make an allegation against a member of staff.
- 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 is aware of the information, will immediately inform the Principal.
- The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult without notifying the Principal first.
- The school will follow the T&W procedure for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with LADO.
- Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and Personnel Consultant in making this decision.
- In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors with advice.
- We have a procedure for managing the suspension of a contract for community use in the event of an allegation arising in that context.

Whistle Blowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be 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.
- Whistle-blowing regarding the Principal should be made to the Chair of the Governing Body whose contact details are readily available to staff.

Physical Intervention

- 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.
- Such events should be recorded and signed by a witness.
- 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.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Anti-Bullying

- Our school policy on anti-bullying is set to 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. We keep a record of bullying incidents.

Racist incidents

- Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents, or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Prevention

- 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.
- 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 week, asking children to report whether they have had happy / sad lunchtimes / playtimes.

- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including life skills, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in year 6 to prepare for transition to secondary school and more personal safety / independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Health and Safety

- Our Health and 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 school and when undertaking school trips and visits.

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 – lesson observations.
- Pupil surveys and questionnaires
- Scrutiny of attendance data through EWO and Attendance Officer.
- Scrutiny of range of risk assessments.
- Scrutiny of GB minutes.
- Logs of bullying / racist / behaviour incidents for SLT and GB to monitor.
- Review of parental concerns and parent questionnaires.

Key Responsibilities

Principal, Chair of Governors and Link Governors:

The Principal, Chair of Governors and Link Governors are committed to working together to create and maintain a safe learning environment for the children and young people attending the school. The Principal, Chair of Governors and Link Governors will follow the specific guidance keeping Children Safe in Education 2016 and will ensure that:

- Clear arrangements are in place to encourage, facilitate and support the reporting of child welfare concerns, including instances where pupils are missing from school.
- A Designated Person is available at all times whilst students are under direct supervision of school staff.
- A requirement for appropriate annual training, induction, support and supervision for Designated Persons and other members of the school's community and workforce specifics such as induction Day for new staff, on-line training for staff through Educare (Educare is a market-leading provider of safeguarding and duty of care e-learning services, it is compliant with local safeguarding boards including T&W. Staff receive certification on completion).
- The school works with the Local Authority Designated Officer (LADO) and appropriate partner agencies proactively to safeguard children and young people.
- Records relating to safeguarding are kept securely and shared appropriately.
- Appointments to staff positions and other roles within the school community are made following the safer recruitment guidance.
- Safer recruitment training has been completed by The Principal, Vice Principal and Business Manager.
- The school's single central record of recruitment and vetting checks covering all staff and others identified by the school as having regular contact with children is kept up to date in line with Ofsted requirements.
- The identity of visitors to the school checked, a record made in the visitors book, leaflet given, ID badges allocated and that visitors are not left unsupervised within the school.
- This policy is reviewed annually and adopted by Full Governors.

The Designated Persons:

The Designated Persons are committed to working together to create and maintain a safe learning environment for the children and young people attending the school.

The Designated Persons will follow specific guidance as set out in paragraph 2.155 of Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016 and will ensure that:

- The Designated Persons receive updated Child Protection Training – Designated Senior Person - Level 2, Telford and Wrekin Council 2016. Designated Deputy Person – Level 2 Telford and Wrekin Council 2015. Designated Assistant Person – Level 2. Designated Assistant Person , Level 2 Telford and Wrekin Council

- The Designated Person ensures that the annual whole school Child Protection Training is made available to all staff on-line (Educare) and the Telford and Wrekin 2 year training, includes inducting temporary staff, lunchtime superiors and caretakers.
- All teaching and admin staff are trained in using CPOMs. (Child Protection Online Management System)
- All student records including safeguarding records must be retained from the DOB of the child plus 25 years.
- The Designated Persons have direct referral links with the Social Care Safeguarding Team Helpdesk via the Family Connect Team 01952 385385. For avoidance of doubt the Designated Persons should be the point of contact with regard to referring a child if there are concerns about possible abuse. A formal written referral should not delay a verbal discussion so that immediate action can be taken if necessary. However, any referral should be confirmed in writing within 48 hours.
- The Designated Persons must make it clear to all staff that if the Designated Person is not available, then this should not delay in sharing any concerns about a child to the Social Care Safeguarding Team via the Family Connect Team 01952 385385.
- The Designated Person keeps all written records of concerns about a child even if there is no need to make an immediate referral for action; this will include any technology use issues that may cause indirect abuse to a child. E-safety will be treated as any other form of abuse and recognition that bullying can transgress across all four defined categories of abuse. All records are written in CPOMs (from April 2017) and are actioned. All historic SG concerns are written on Student Concern Forms and stored safely.
- The Designated Persons ensure that all student concerns are added to CPOMs by staff. All student concerns are either dealt with by the appropriate School Manager for obtaining further details or actioned by the Designated Leads if a serious concern is raised.
- The Designated Persons ensure that any safeguarding or child protection conversations or disclosures are written in the Child Protection book in the secure Safeguarding cabinet.
- The Designated Persons ensure all safeguarding and child protection records are kept confidentially and securely and are separate from pupil records, ensuring that an indication of further record keeping in terms of child protection is marked on the pupils records.
- The Designated Persons ensure that they or an appropriate colleague are available to attend any Strategy / Resolution / Conference / Professional / CAF / TAF or Planning meetings as deemed necessary in the remit of child protection. We also ensure that attendance by any school staff includes key information to be tabled at the meeting,

especially attendance figures which are considered a key element of all conference reports.

- The Designated Persons ensures information regarding any student currently subject to a Child Protection Plan and deemed 'at risk', who is absent without explanation for two days, is shared with Children's Services Social Care Safeguarding Team.
- The Designated Persons ensures if there are concerns about 'Children Missing Education' on the way to school, a referral is made in the first instance 'childmissingeducation'telford.gov.uk' and the Attendance Officer will guide any person making an enquiry through the referral process.
- The Designated Persons role is to refer with the information received and under no circumstances become the investigator.
- The Designated Persons role is to investigate all concerns in the same way even if it is regarding allegations against another student.
- The Designated Persons take appropriate action, working with other services as needed.
- The Designated Persons provide support to staff members to carry out their safeguarding duties and liaise closely with other services such as Children's Social Care.

The Staff

The staff are committed to working together to create and maintain a safe learning environment for the children and young people attending school. The staff will follow the specific guidance as set out in paragraph 2.155 of Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016 and will ensure that:

- All staff wear their ID badges with the Safeguarding Designated Persons information on the back.
- All visitors to the school must sign in at reception, they must wear a visitors badge on a lanyard and where
- All those in the school community, including supply teachers, visiting professionals working with student in the school (e.g. counsellors), those who support sex education (e.g. school nurse) and those supporting school visits, are informed of the name of the Designated Persons and the school's procedures for protecting children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures:
 - During their first induction to the school.
 - Through a copy of this policy.
 - Through the staff handbook.

- Through supply teacher's information.
- All staff can access our Safeguarding & Child Protection Policy on the website.
- All staff are aware that safeguarding concerns about staff should be reported directly to the lead Safeguarding Designated Person or the Principal.
- All staff are aware that they may be asked to support Social Workers to take decisions about individual children.
- All staff monitor the safeguarding of vulnerable students such as SEND or CiC
- All staff are aware of systems and procedures that support safeguarding and are part of annual training and induction – see Safeguarding induction pack which also include the school's Safeguarding and Child Protection Policy; the school's Staff Code of Conduct and the Designated Persons on the back of their ID badges.
- School staff are in a unique position to notice any change in demeanour or circumstances, or notice injuries, marks or bruises when children are doing PE which might indicate a child has been abused
- All staff may raise concerns directly with Family Connect.
- Educational Welfare Officer, School Managers, pastoral leaders and the Senior Leadership Team work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- All staff are aware of the need to report concerns of radicalisation and FGM to the Designated Safeguarding lead.
- All staff to carry out their duties around school at break-time, before and after school as directed by the Vice Principal.
- All staff are made aware that students should not be in school after 3.30pm unless being directly supervised by a member of staff.

Safeguarding children and staff during the school day.

All staff have a duty to ensure that the school site is safe and secure for all staff and students by ensuring that:

- The main school gate will remain closed until 0800 when a member of staff will supervise this gate until 0850 when it closes.
- The main school gate will reopen at 1510 and be supervised by a member of staff until 1530 when it will closes.

- The large school gate (by the sports hall) will remain closed until 0830 when a member of staff will supervise this gate until 0850 when it closes.
- Delivery vehicles must enter via the main gate but only when access has been given from the site team via the intercom system.
- BBS band members are able to exit the site (after 15.30) via the main entrance using the keypad with a designated code for band members.
- All parents picking students up from bands/music lessons will need to wait in the car park and not enter the school site.
- All students should leave the site by 1530 unless they are attending an afterschool club, detention or activity that is supervised by a member of staff.
- Staff should ensure that they have a record of who is in attendance.

Reporting to the Designated Persons

All staff identify concerns for children who may causing concern or who are suffering, or are likely to suffer, significant harm and record on them on CPOMS, or in the case of Kitchen or cleaning staff alerting a member of teaching staff immediately or if not immediately, as soon as possible, that day. If in doubt they are encouraged to talk with the Designated Person. **Delay is unacceptable and could potentially be treated as Misconduct.** (NB: Delay pertaining to within a 'reasonably practicable timescale')

Appendix A

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (**including Domestic Violence**)
- Sexual Abuse
- Neglect

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
- Child Sexual Exploitation

Risk Indicators

- The factors described in this section are frequently found in cases of child abuse.
- Their presence is not proof that abuse has occurred
- 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 a 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 group's)

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 treatment.
- Repeated presentation of minor injuries (which may present 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 of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- 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.
- 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 none 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 Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

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

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

Child Sexual Exploitation (CSE)

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.

Appendix B

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. 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.

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.

FGM 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.

It is carried out in the 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 Lon, 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

How to report FGM

- a) **TEACHER** (persons employed or engaged to carry out teaching work at schools and other institutions in England)- **YOU MUST CALL THE POLICE IMMEDIATLEY (101)**
- b) **NON TEACHING STAFF**- report the concern in the usual way to the DSLs (Designated Safeguarding Leads) **or a teaching member of staff/health care professional**. That teacher/professional then has a responsibility to contact the police immediately.
- c) **Health and Social Care Professionals working within school**- **YOU MUST CALL THE POLICE IMMEDIATLEY (101)**

Signs that a child might be at threat of radicalisation

- Change in appearance
- Change in demeanour
- Suspicious, secretive behaviour, including isolation
- Aggressive attitude
- Poor attendance
- Obsessive behaviour
- Inappropriate images / videos on devices
- Tolerance of others