# Child Protection and Safeguarding Policy

*This policy has been adapted from the LA model child protection and safeguarding policy and will be updated annually*

**Date of Completion: September 2021**

**Date of LGB Approval: 27th September 2021**

**Date of Next Review: September 2022**

**V2.0**

# KEY CONTACTS

**Key Contact list for Safeguarding in Longthorpe Primary School**

|  | Name | Telephone Contact |
|---|---|---|
| Designated Safeguarding Lead/Domestic Abuse lead | Samantha Harris | 01733265959 |
| Deputy Designated Safeguarding Lead | Ryan McLay | |
| Safeguarding Team members | Sherry Green Caroline Beeby Zoe Pallister | |
| SPOC (for all Prevent referrals) | Sam Harris | |
| Safeguarding Governor | Lucinda Robinson | |

**Key Local Contacts**

| Name | Telephone contact | Email |
|---|---|---|
| Contact Centre | (01733) 864170 864180 | ReferralCentre.Children@cambridgeshire.gov.uk |
| Out of hours | (01733) 234724 | |
| MASH Police Child Abuse Investigation Unit | (01480) 847743   or 101/999 (in an emergency) | (MASH: Multi Agency Safeguarding Hub)  Mash.cp@cambs.pnn.police.uk |
| Early Help | (01733) 863649 | helpwithcaf@peterborough.gov.uk |
| Designated Officer (LADO) | (01733) 864030 864038 | Gisela.jarman@peterborough.gov.uk |

# Contents

# 1. Relevant Documents

a) "Guidance for Safer Working Practice for those working with children and young people in education settings" (May 2019)

b) "Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (July 2018)

c) "Keeping children safe in education: Statutory guidance for schools and colleges" (Sep 2021) Plus annex B.

d) "The Prevent Duty, Departmental advice for schools and childcare providers" (June 2015)

e) "Revised Prevent Duty Guidance: for England and Wales" (July 2015)

f) "Sexting in schools and colleges: Responding to incidents and safeguarding young people" published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

g) "Sexual violence and sexual harassment between children in schools and colleges" (May 2018)

h) "What to do if you're worried a child is being abused: Advice for practitioners" (March, 2015)

i) "Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (July 2018)

# 2. Introduction

Longthorpe Primary School (PKAT) fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

The Designated Person for Child Protection (DPCP) at Longthorpe School is: Sam Harris (Deputy Head) Other Safeguarding Officers trained to the same level are: Ryan McLay (Headteacher); Sherry Green (KS2 Literacy Lead); Caroline Beeby (Induction Lead /class teacher) Zoe Pallister ( also  SEND Support)

The school will:

● ensure there is a minimum of two designated members of staff employed at any one time and 5 as an optimum; who have undertaken the 2-day training course accredited by the Area Child Protection Committee as a minimum and that everyone knows who they are

● ensure this training is updated every two years in accordance with government guidance

● recognise the importance of the role of the designated teacher and ensure s/he has the time and training to undertake his/her duties

● ensure that there are contingency arrangements should the designated member of staff not be available, for instance the number to contact Children's Services is ready accessible to all staff

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2021). All staff paid and unpaid, must be made aware of their duties and responsibilities under part one of this document (set out below).

Staff should read the above document together with 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015). Through their day-to day contact with pupils and direct work with families, all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating

- Provide a safe environment in which children can learn

- Identify children who may benefit from early help

- Know what to do if a child tells them he/she is being abused or neglected

- Follow the referral process if they have a concern (See Keeping Children Safe in Education, 2020, flowchart p17)

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff and volunteers working in the school, including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

- **PREVENTION,** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

- **PROCEDURES** for identifying and reporting cases, or suspected cases of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

- **SUPPORTING VULNERABLE CHILDREN,** those who may have been abused or witnessed violence towards others

- **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the school website.

## 3.    PREVENTION

3.1    We recognise that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to protect children.

3.2    This school will therefore:

  3.2.1    Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to including in a digital context,

  3.2.2    Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;

  3.2.3    We incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safe from abuse in all contexts, both in the real and the virtual world and information about who to turn for help; including:

  - How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others when needed.

  - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to communicate this with appropriate trusted adults, ( e.g. trusted adults network completed in the first week of each academic year, laminated and kept in the pupils' personal trays.)

  - Where to get advice e.g. family, school and/or other sources.

  - The importance of permission-seeking and giving in relationships with friends, peers and adults.

  - That some people behave differently online, including by pretending to be someone they are not.

  - The rules and principles for keeping safe online, how to recognise risks, harmful context and contacts and how to report them.

  - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (in particular not sharing personal information).

  - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

  - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact through Pantosaurus song and other NSPCC materials.

  - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

  - How to recognise and report feelings of being unsafe or feeling bad about any adult including school adults.

  - How to ask for advice or help for themselves or others, and to keep trying until they are heard.

- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Body parts are named scientifically from EYFS.

3.2.4    Include, in the curriculum, material which will:

- cover relevant issues through RSE and PSHE. (Relationships Education is mandatory in primary schools from 2020.) This includes but is not limited to: establishing personal space and boundaries, showing respect for others and the features of healthy relationships;
- help children develop realistic attitudes to the responsibilities of growing up;
- reinforce essential skills for every child to include self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements;
- embed online safety at every relevant opportunity.

3.2.5    Ensure that wherever possible every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

## 4.    PROCEDURES

4.1    We will follow the procedures set out in the Cambridgeshire and Peterborough Local Safeguarding Board 'Inter-Agency Procedures'. A copy of these procedures can be found on the LSCB website: http://www.safeguardingcambspeterborough.org.uk/children-board/

4.2    The school fully recognises the importance of the role of the Designated Safeguarding Lead. The DSL is a member of the Senior Leadership Team and the role is explicitly defined in their job description, with time, resources and training to undertake their duties agreed. (See Keeping Children Safe in Education 2021 Annex C similarly with the Deputy Designated Safeguarding Lead (DDSL).

4.3    The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.

4.4    Contingency arrangements are in place should the Designated Safeguarding lead not be available.

4.5    The DSL and or a DDSL will always be available during school hours.

4.6    Out of term, worries can be notified straight to the police or young people may choose to use childline, the Safeguarding governor may be available, Serious concerns can be raised with Social Care directly.

4.7    Concerns can be raised with  other DDSLs  and SLT members as a last resort if both DSL and DDSLs are unreachable.

4.8    It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school.

4.9   The DSL and DPs should undergo the two-day training provided by the Education Child Protection Service, and update this training every two years. Knowledge and skills in addition to this formal training should be refreshed regularly.

4.10  In addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills through the Child Protection Information Network (CPIN) updates, through information shared by LA leads' updates and through MyConcern, the school's online logging system for concerns and referrals.

4.11  The Governing Body has a nominated governor for Safeguarding and Child Protection, who has undertaken appropriate training.

4.12  Governing bodies should ensure every member of staff and every governor knows:

- the name of the designated person/s and their role
- how to identify the signs of abuse and neglect and know that there are other factors outside of family and school life that can effect this
- how to pass on and record concerns about a pupil
- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring safeguarding concerns to the DSL/DDSL
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the Inter-Agency Procedures on the Safeguarding Children Partnership Board  website
- the safeguarding response to children who go missing in education.


4.13  Governing bodies ensure that all staff members have satisfactory checks, including DBS, in place and undergo safeguarding and child protection training at induction. The training content is regularly updated, in line with Keeping Children Safe in Education.

4.14   All Governors need to undergo section 128 checks.

4.15  As a single training session cannot cover the vast content of Safeguarding, opportunities will be created for regular staff updates and the sharing of information via emails, the staff room noticeboard, team meetings and staff briefings, etc.

4.16  Governing bodies should ensure that volunteers are subject to a risk assessment to determine the level of checks requires.

4.17  Governing bodies ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school website.

4.18  Governing bodies ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle–blowing policy.

4.19  Governing body checks that this policy is available publicly via the school website.

4.20 The safeguarding lead / business manager ensures all regular school adults have log on details to "My Concern" – online CP record and action system.

4.21 For adults who assist infrequently, paper records will be handed out by the school office staff ( along with a guidance card).  Regular school staff will know that these paper versions are available from the Deputy's office, the staff room and the main office.  All paper records are kept securely, in a locked location.

4.22 In order to safeguard children from potentially harmful and inappropriate online material in school, internet filters and monitoring are in place.

4.23 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.


## 5.   Liaison With Other Agencies

The school will:

5.1     work to develop effective links with relevant services to promote the safety and   welfare of all pupils;

5.2     cooperate as required, in line with 'Working Together to Safeguard Children 2018', with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups, following all local arrangements

5.3     work alongside the three Safeguarding Partners; the local authority, clinical commissioning group for the area and the police (NPCC – When to call the police)

5.4     aim to be fully engaged, involved and included in any new safeguarding arrangements

5.5     notify the relevant Social Care Unit immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (fixed term or permanently)

- there is an unexplained absence of a pupil who is subject to a Child Protection Plan

- there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

5.6     follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements. i.e. when parents arrange for a child to stay with an adult who is not a close relative for more than 28 days.

## 6. Record Keeping

The school will:

6.1    keep clear, detailed, accurate written/digitally secure  Electronic records are stored on an identified, purpose-built, secure platform (*MyConcern*) records of concerns about children – 'special category personal data' (noting the date, event and action taken), even when there is no need to refer the matter to Social Care immediately;

6.2    ensure all records are kept securely, separate from the main pupil file, and in a locked/secure digital location;

6.3    All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. It is good practice to keep concerns and referrals in a separate safeguarding file for each child.

6.4    Records should include: a clear and comprehensive summary of the concern details of how the concern was followed up and resolved; a note of any action taken, decisions reached and the outcome.

6.5    Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools; within five days, in accordance with 'Keeping Children Safe in Education, 2021, (page 148)

6.6    make parents aware that such records exist, except where to do so would place the child at risk of harm.

6.7    All actions and decisions will be led by what is considered to be in the best interests of the child.

6.8    If the serious harms test is met (explained on the Disclosure and Barring service website on GOV.UK website), pupil's personal data can be withheld under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

6.9    **The Data Protection Act 2018 and GDPR do not prevent 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.**


## 7. Confidentiality And Information Sharing

7.1    Staff and volunteers ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff and volunteers seek advice from a senior manager or outside agency as required.

7.2    Whilst consent to share information will generally be sought, sharing without consent will take place should the safety of a child be at risk. Any decision not to share will be recorded.

7.3     The Head teacher or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only. Parental consent may be required.

7.4     If a member of staff receives a request from a pupil or parents to see the child protection records, they will refer the request to the DSL or Headteacher.

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

7.6     All staff must be aware that they cannot promise a child to keep secrets.

7.7     When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child protection Chair and Social Work Unit will also be informed

7.8     Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual.  Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.


## 8.    Communication With Parents/Carers

The school will:

8.1     ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure/on the school website

8.2     undertake appropriate discussion with parents prior to involvement of another agency unless specific circumstances preclude this. Parents/carers should generally be consulted before a referral is made about them to another agency but there are certain circumstances when this is not the case. Staff are advised to seek guidance if they are unclear as to whether they should discuss a concern with parents.

8.3     Discuss with Children's Social Care if the school/college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime. *[Further guidance on this can be found in the Effective Support for Children and Families in Cambridgeshire and Peterborough*

8.4     Particular circumstances where parents may not be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence. [Further guidance on this can be found in the Inter-agency Procedures of the Safeguarding Children Partnership Board].

8.5     record what discussions have taken place with parents on the Log of Concern about a Child's welfare. If a decision has been made not to discuss with parents, the rationale must be recorded be recorded.

8.6    Photographing Children:

- we understand that parents like to take photos of or video their children in school plays, or at sports day, or school presentations/events. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.  Permission will be sought from parents/carers on joining the school.

- In a few instances, where individual children cannot be photographed or filmed at all due to safeguarding issues, school will do its utmost to prevent this from happening.

- We will seek permission so that images/footage of pupils can be used on school website, publicity, or press releases.  If we do not obtain such permission, we will not identify individual children by their full name.

- The school will strongly advise and direct parents/members of the audience to refrain from uploading photos/film to the internet or any public forum and advise that they should be for private use only, unless solely of their own child. The school cannot, however, be held accountable for photographs or video footage taken by parents or members of the public at school functions and what they ultimately do with them.

# 9.    SUPPORTING CHILDREN

9.1    At Longthorpe School we recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as compassionate and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

9.2    The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

9.3    We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

9.4    Liaise with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management.

9.5    The school's behaviour policy is aimed at supporting all pupils in the school. All staff use a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school endeavours to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and is not  blamed for any abuse which has occurred.

9.6    The school recognises that **any** child may be subject to abuse and neglect and as such will support **all children** through:

- the content of the curriculum to encourage self-esteem and self-motivation;

- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;

- liaison with other agencies which support the pupil such as Children's Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Attendance Service;

- promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

- vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care as soon as there is a recurrence of a concern.

9.6     All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead and deputies consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

9.7     The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances.  Please see pages 8 – 9 of Keeping Children Safe in Education, 2021 for the complete list.

## 10.  Children with Special Educational Needs and Disabilities

10.1    The school staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding).

10.2    Staff are required to be particularly alert to the potential need for early help for those children with disabilities, additional needs or Special Educational Needs/Disabilities.

10.3    Children will be taught personal safety skills commensurate with their age, ability and needs.

10.4    Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

1.  assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's additional needs without further exploration;

2.  the potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

3. communication barriers and difficulties in overcoming those issues; where appropriate methods such as sign language or PECS may help overcome this barrier.

4. Abuse and exploitation can take a variety of different forms outside of the family home

## 11. Substance Misuse And Child Protection

11.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

11.2 When there is evidence or reasonable cause:

- to believe the young person drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;

- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;

- where the misuse is suspected of being prompted by serious parent/ carer drug misuse.

## 12. Children Of Substance Misusing Parents/Carers

12.1 Misuse of drugs or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

12.2 When the school receives information about drug and alcohol abuse by a child's parent/carers they will follow appropriate procedures.

12.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children

- Children exposed to unsuitable care givers or visitors, e.g. customers or dealers

- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour

- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance

- Disturbed moods as a result of withdrawal symptoms or dependency

- Unsafe storage of drugs and/or alcohol or injecting equipment

- Drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

## 13.    Domestic Abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.
.

Where there is domestic abuse in the family, the children/young people will always be affected. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi Agency Risk Assessment Conference work plan as required.

13.1    At Longthorpe we are working in partnership with Cambridgeshire Police Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

13.2    In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the DSL / DDSL.

13.3    On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

## 14. Children at risk of 'Honour- Based' Abuse including FGM

So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

14.1    Female genital mutilation (FGM) is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the resolve to act to protect those who are vulnerable to this practice.

14.2    Possible signs that a girl may be at risk of or already having suffered FGM is addressed through staff safeguarding training and staff will follow the school's agreed safeguarding procedures when concerned.

14.3    The DSL will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if against the pupil's wishes. If a girl has been absent from school for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM will not be revealed as this may increase risk.

14.4    In accordance with statutory duty, all known cases of FGM in girls under the age of 18 will be reported to the police.


## 15. Child Criminal Exploitation : County Lines

16.1    Child Criminal Exploitation is a form of harm which occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity.  Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. As with CSE, in some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator through violence or threat of violence. A technique called 'plugging' is sometimes used, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county line gangs create drug debts and can threaten serious violence and kidnap towards victims and their families if they attempt to leave the network.

16.2    Criminal exploitation of children is a typical feature of county lines criminal activity. Drug & organised criminal networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas.

16.3    This activity can be perpetrated by groups or individuals, males or females, young people or adults.

16.4    The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based

methods of compliance (coercion, intimidation) and may, or may not, be accompanied by violence or threats of violence.

16.5    Any child or young person under the age of 18 (or vulnerable adult over the age of 18) can be affected. As with CSE, this kind of exploitation can appear to be consensual and can be facilitated and/or take place online, around schools, referral units, special educational schools, children's homes and care homes.

16.6    The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

16.7    School child protection procedures will be followed where concerns are raised.

16.8    The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

## 16.  Child Sexual Exploitation (CSE)

15.1     Sexual exploitation is a form of child sexual abuse and can have a serious impact on every aspect of the lives of those involved. 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 in exchange for something the victim needs or wants, or for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

15.2    CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

15.3    Staff at Longthorpe Primary School are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances.

15.4    Abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

15.5 Potential indicators of sexual exploitation are addressed within staff training. However, it is important to be aware that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse.

15.6 The victim may have been sexually exploited even if the sexual activity appears consensual.

15.7 Exploitation as well as being physical can be facilitated and/or take place online.

15.8 The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of sexual exploitation.

## 17. Children With Family Members In Prison

17.1 These children are at risk of poor outcomes including poverty, stigma. Isolation and poor mental health.

17.2 Children may be the target of bullying, or may have attendance issues. There may be problems associated with prison visits and the family may be experiencing financial difficulties.

17.3 Longthorpe Primary School is committed to supporting the children and young people who have a parent or close relative in prison, and to minimise the risk of them not achieving their full potential.

17.4 Information shared by the family will be treated in confidence and will be shared on a 'need to know' basis.

17.5 We will work with the family to find the best ways to support the child/ren.

## 18. Peer on Peer Abuse

Peer on peer abuse can manifest itself in many ways.

This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

18.1    Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy, and victims will be supported appropriately.

18.2    Consideration will always be given to the welfare of both the victim(s) and the perpetrator(s).

18.3    The school includes material within the PSHE and SRE curriculum and or enrichment programmes that supports children in keeping themselves safe from abuse, including abuse from their peers and online. (CAMBS PSHE curriculum covers 'Staying Safe' & safeguarding elements and is cross-referenced with OFSTED's expectations. This programme reinforces essential skills for every child. Self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the course.  It also includes guidance as to what a child's rights are e.g. in relation to touches and good enough parenting/care.

18.4    Additional guidance on sexting can be found in 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Internet safety (UKCCIS).

18.5    Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.


## 19.  Child On Child Sexual Violence And Harassment

19.1    Children's sexual behaviour exists on a wide continuum. Occasionally, sexual behaviour may give cause for concern, and may be considered harmful. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

19.2    Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

19.3    Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

19.4    Refer to 'Keeping Children Safe in Education - Part Five', 2021, 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, September, 2021) for full details of procedures to be followed in such cases.  Also see 'Sharing nudes and semi-

nudes: advice for education settings working with children and young people' (UKCIS, December 2020)

19.5 Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone.

19.6 Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

19.7 Sexual harassment in different forms including online, remarks, comments and jokes, initiation / hazing type violence and rituals will be treated as abuse, as will "upskirting." This term refers to a victim, having photos taken without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or to cause the victim humiliation, distress or alarm. It is a criminal offence and anyone of any gender, can be a victim.

19.8 Sexual violence and sexual harassment will not be tolerated and is not an inevitable part of growing up.

19.9 The response to a report from a child is important. All victims should be reassured that they are being taken seriously and that they will be supported and kept safe. The wishes of the victim in terms of how they want to proceed following a report should be taken into account, to allow them as much control as possible whilst the investigation progresses.

19.10 Any referral should follow the child protection procedures outlined in this policy.

Further guidance can be found in 'Keeping Children Safe in Education - Part Five' (September 2020), 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, May 2018) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS)

19.11 Relationship and Sex Education (RSE) will include teaching about consent (including NSPCC film clip consent as a Cup of tea)

19.12 All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

19.13 All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

## 20. Mental Health

20.1    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.

20.2    Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. School can access a range of advice to help them identify children in need of extra mental health support (mental health and behaviour in schools guidance)

20.3    Staff are aware that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

20.4    If staff have a mental health concern about a child that is also a safeguarding concern, this will be reported as with any other safeguarding concern.


## 21. Prevention Of Radicalisation

21.1    Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.  Nationally, there have been occasions where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

21.2    Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

21.3    Whilst Longthorpe Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values, we also recognise that free speech is subject to laws and policies governing equality, human rights, community safety and community cohesion.

21.4    The School fully recognises its statutory duty to identify and support pupils at risk, and is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. The school's/college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral

21.5    The school governors, the Head Teacher and the Designated Safeguarding Lead 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, anti-bullying policy, online-safety and other issues specific to the school's profile, community and philosophy.

21.6    The School's SPOC (Single Point of Contact) Sam Harris will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel.

## 22. Children Missing From Education

22.1    When a child is missing from education, the school will follow the procedures as set out in Peterborough's Children Missing Education Guidance.

22.2    A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones.

22.3    School staff will be alert to these safeguarding concerns when a pupil / student goes missing for an extended period, or on repeated occasions. The school must notify the local authority of any pupil/student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more.

22.4    The school must also notify the local authority of any pupil/student who is to be removed 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 a serious illness or been certified by a medical professional as unlikely to be in a fit state of health to attend school;

- has been permanently excluded.

## 23.  Privately Fostered Children

23.1    Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

23.2    The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

## 24.  PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

24.1    The school has a separate Safer Recruitment Policy which is compliant with local and national requirements and regularly reviewed to reflect DFE guidance.

24.2    The school will operate safe recruitment practices including ensuring pre-employment checks, and appropriate DBS and reference checks are undertaken according to "Keeping Children Safe in Education". 2021

24.3    The governing body will ensure that at least one person on any appointment panel has undertaken safer recruitment training.

24.4 The following members of staff have undertaken Safer Recruitment Training; Sam Harris, Ryan Mclay, Sherry Green, Missy Ali and Kelly Goose

24.5 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.

24.6 Any allegation of abuse made against a member of staff (including supply staff and volunteers) that meets the harms threshold as set out in Keeping Children Safe in Education, 2021, Part Four, Section One, will be reported straight away to the Head Teacher or Principal.

24.7 In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2021.

24.8 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff, volunteer or agency/supply staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2021 *and the school's HR Policies, and seek advice from their HR provider.*

24.9 The Headteacher or Chair of Governors will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

24.10 Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

24.11 Where the school or college identify a child has been harmed they should contact children's social care and as appropriate the police immediately.

24.12 School/college will consider: **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.

**Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action

24.13 The school will ensure that any disciplinary proceedings against staff or volunteers relating to child protection matters are concluded in full even when the member of staff / volunteer is no longer at the school.

24.14 Staff or volunteers who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

24.15    Under no circumstances will volunteers of whom no checks have been obtained be left unsupervised with children or allowed to work in regulated activity.

24.16    Low level concerns that do not meet the harms threshold should be reported to the Headteacher/Principal.  NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

24.17    In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors.  The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2021.

24.18    The school/college will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

- All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

- Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.  This will enable the school/college to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

School/College should ensure that **all** staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

All staff have been sent a copy of "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019) as part of their induction and have signed to say they have understood the document and that they will comply with this guidance.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful, and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

Where allegations are made about supply staff, school will follow the PKAT Allegations of abuse against adults policy and KCSIE 2021

In accordance with regulations, Longthorpe School will ensure that staff are aware of updates or changes to legislation which may cause them to be disqualified.

**GOVERNING BODY SAFEGUARDING RESPONSIBILITIES**

Governing bodies should ensure they facilitate a whole school/college approach to safeguarding.

This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

**Use of school/college premises for non-school/college activities**

If the governing body provides extended school/college facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

Where services or activities are provided separately by another organisation or individual, either on or off school site, the governing body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the school on these matters where appropriate.

## 25. Other Related Policies

a) **Whistle-blowing**
All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues/supply & vounteers. Any concerns should be reported following the school's Whistle-blowing policy

b) **Physical Intervention**
Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

c) **Bullying**
Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

d) **Prejudice Related Incidents**

Our policy on prejudiced related incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated prejudice related incidents or a single serious incident may lead to consideration under child protection procedures.

**e) Health and Safety**

Our Health and Safety policy, set out in a separate document, and is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

**f) Online Safety and Acceptable Use Policy**

Our policy is set out in a separate document and is reviewed annually. Online safety is included in the curriculum at all levels and information will be provided to parents.

**g) Extended Schools and Before and After School Activities**

Before and After School Club is provided separately by another body. The governing body seeks assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy also links to our policies on:

- Behaviour
- Staff Behaviour/Code of Conduct
- Allegations against staff
- Allegations against other pupils
- Parental concerns
- PSHE, including drug education and sex education

- Administration of medicines
- Risk assessment for trips, visits or visitors
- Recruitment and selection
- Intimate Care
- Positive Handling
- Attendance (including Children Missing Education.)

## 26. Monitoring And Evaluation

Our Safeguarding and 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
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents
- Review of parental concerns

## 27.  APPENDIX ONE - DEFINITIONS AND INDICATORS OF ABUSE

### i.  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.  Assessment of neglect can be very subjective; to get a more objective measure school will use *Graded Care Profile*. Neglect may occur during pregnancy as a result 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);
● Protect a child from physical and emotional harm or danger;
● Ensure adequate supervision (including the use of inadequate care-givers); or
● Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.  The following may be indicators of neglect (this is not designed to be used as a checklist):

● Constant hunger;
● Stealing, scavenging and/or hoarding food;
● Frequent tiredness or listlessness;
● Frequently dirty or unkempt;
● Often poorly or inappropriately clad for the weather;
● Poor school attendance or often late for school;
● Poor concentration;
● Affection or attention seeking behaviour;
● Illnesses or injuries that are left untreated;
● Failure to achieve developmental milestones, for example growth, weight;
● Failure to develop intellectually or socially;
● Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
● The child is regularly not collected or received from school; or
● The child is left at home alone or with inappropriate carers

### ii.  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.  The following may be indicators of physical abuse (this is not designed to be used as a checklist):

● Multiple bruises in clusters, or of uniform shape;
● Bruises that carry an imprint, such as a hand or a belt;
● Bite marks;
● Round burn marks;

- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

### iii. 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 also 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. The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

## iv.  Sexual Exploitation

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care.  The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

## v.  Child Criminal Exploitation

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

• children who appear with unexplained gifts or new possessions;

• children who associate with other young people involved in exploitation;

• children who suffer from changes in emotional well-being;

• children who misuse drugs and alcohol;

• children who go missing for periods of time or regularly come home late; and

• children who regularly miss school or education or do not take part in education.

### vi. 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 also involve seeing or hearing the ill-treatment of another person.  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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

### vii. Faith Abuse

The term 'belief in spirit possession' is defined for the purposes of this guidance as the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs

can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is defined here as attempting to expel evil spirits from a child.  Some symptoms that may be different or more indicative from other forms of abuse are:

● a child reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'.
● a child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children;

## viii.  Fabricated Or Induced Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy.  Some signs/symptoms may include:

● a mother or other carer who convinces their child they are ill when they are perfectly healthy
● a mother or other carer who exaggerates or lies about their child's symptoms
● a mother or other carer who manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
● a mother or other carer who deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances
● absence may regularly put down to medical issues/conditions

## ix.  Online Safety

Staff should refer to the school's e-safety policy to teach them how to keep themselves safe from the possible risks/issues related to Internet use relating to these 3 areas of risk:

● Content: being exposed to illegal, inappropriate or harmful materials
● Contact: being subjected to harmful online interactions
● Conduct: personal online behaviour that increases the likelihood of harm

## x.  Responses From Parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

● Delay in seeking treatment that is obviously needed;
● Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
● Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;

- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

## xi. SEND Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Inappropriate invasive procedures.

## 28.  APPENDIX TWO : DEALING WITH A DISCLOSURE OF ABUSE

**When a child tells me about abuse s/he has suffered, what must I remember?**

- Stay calm.

- Do not communicate shock, anger or embarrassment.

- Reassure the child.  Tell her/him you are pleased that s/he is speaking to you.

- Never enter into a pact of secrecy with the child.  Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this.  State who this will be and why.

- Tell her/him that you believe them.  Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.

- Tell the child that it is not her/his fault.

- Encourage the child to talk but do not ask "leading questions" or press for information.

- Listen and remember.

- Check that you have understood correctly what the child is trying to tell you.

- Praise the child for telling you.  Communicate that s/he has a right to be safe and protected.

- Do not tell the child that what s/he experienced is dirty, naughty or bad.

- It is inappropriate to make any comments about the alleged offender.

- Be aware that the child may retract what s/he has told you.  It is essential to record all you have heard.

- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

- As soon as you can afterwards, make a detailed record of the conversation using the child's own language.  Include any questions you may have asked.  Do not add any opinions or interpretations.

NB: It is not education staff's role to seek disclosures.  Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

**Immediately afterwards - You must not deal with this yourself.  Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher / Principal or the Designated Safeguarding Lead (Sam Harris).**

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak.  Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved.  Support for you will be available from your Designated Safeguarding Lead or Head Teacher / Principal.

## 29. APPENDIX THREE : INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

2. Terrorism Act 2000 defines Terrorism as: *an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.*

3. Extremism is defined by the Government in the Prevent Strategy as: *Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.*

4. Extremism is defined by the Crown Prosecution Service as:

   The demonstration of unacceptable behaviour by using any means or medium to express views which:
   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred, which might lead to inter-community violence in the UK.

5. 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.

6. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

7. Indicators of vulnerability include:

   - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and 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
   - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure
   - SEND – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

8. 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.

## 30. APPENDIX FOUR - MANAGING AN ALLEGATION

(Against a Member of Staff or volunteer in your Establishment – Peterborough (Appendix C2))

All staff must know how to recognise an allegation and who to

**ALLEGATION**

Might arise as a complaint, grievance, suspicion, concern, during discussions from child, parent, member of staff or member

**Headteacher**

Do not tell anyone, particularly the staff Involved
Make initial enquiries only
Do not investigate or interview
Usual principles of confidentiality apply
Deal objectively with everything
Existing loyalties must be put to one side
Think the unthinkable, believe the unbelievable

If an allegation concerns the Head, the Chair of Governors

**Discussion between Headteacher and Local Authority Designated Officer (LADO)**

Keep detailed records of actions and statements at all stages

**Refer back to school**

**Allegation Management Meeting (AMM)**

Record and date your assessments of known facts

The next course of action and timescales are agreed at this point. Consider also:

information for the adult, witnesses, child/young person and parents/carers
on-going support for the member of staff, pupil and parents/carers
statements, if needed, for the whole staff, community and press