

# Safeguarding & Child Protection Policy



**School Name:**  
**Merton Bank Primary School**

## **School details**

**Governors' Committee Responsible:**

**Governor Lead:**

**Nominated Lead Member of Staff:**

**Status & Review Cycle:**

**Next Review Date:**

**Full Governing Body Committee**

**Mrs S Platt**

**Mr M Griffiths (Headteacher)**

**Statutory/Annually**

**October 2021**

## 1.0 Introduction

### 1.1

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2020 and incorporates recent updates.

### 1.2

This policy should also be read in conjunction with St Helens' Descriptions of Need Document 2018-2022 and St Helens' Escalation Policy and the Working together to safeguard children document.

### 1.3

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

### 1.4

We recognize that all adults, including temporary staff<sup>1</sup>, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. Safeguarding is everybody's responsibility and their approach must be child centered.

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

1.5 The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and how to do this. Whole Staff training will be given yearly and frequent updates and bulletins will be made available to all staff to provide them with relevant skills to safeguard children effectively. (Reference Appendices 1 and 2).
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those

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<sup>1</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors

children. All staff are aware of the early help process, its importance and the need for constant review.

- To emphasise the need for good levels of communication between all members of staff. All staff know to share their concerns on the Child Protection Monitoring System (CPOMs). Working alongside a school's existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues etc.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police, Health and Children's Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)<sup>2</sup>, and a central record is kept to audit.

## 1.6

- There has been changes in three circumstances. Firstly, where legislation has required it e.g. Reflecting mandatory Relationship Education, Relationship and Sex Education and Health Education.
- Secondly, where we have helpful additional information that will support schools and colleges protect their children e.g. mental health, domestic abuse, child criminal exploitation and county lines. Finally, important clarifications which will help the sector better understand and or follow our guidance.

## 2.0 Safe School, Safe Staff

### 2.1 We will ensure that:

- All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
  - there is a Safeguarding & Child Protection policy together with a staff behaviour policy
  - All staff are made aware of new legislation in the yearly safeguarding training. Staff are guided to read part 1 of the Keeping children safe in education act which informs of procedure in this area.
  - the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
  - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned

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<sup>2</sup> Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- a senior leader has Designated Safeguarding Lead (DSL) responsibility and that person (and Deputies) are clearly visible throughout the school, and are identified to new staff and volunteers on induction.
  - on appointment, the DSLs undertake interagency training and required thematic training
  - all other staff have safeguarding training updated as appropriate
  - any weaknesses in Child Protection are remedied immediately – we use reflective practice and ensure we debrief after every child protection issue.
  - Safeguarding & Child Protection policies and procedures are reviewed annually and that the Safeguarding & Child Protection policy is available on the school website or by other means
- 2.2 The Governing Body considers how children may be taught about safeguarding. This is part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) , through sex and relationship education (SRE).
- That enhanced DBS checks are in place for Chairs of Governors of independent, academies, non-maintained special schools
- 2.3 The Lead DSL, Mr M Griffiths , is a member of the Senior Leadership Team and the Head teacher. The Deputy are Mrs M Clark, Deputy head teacher These staff have undertaken the relevant training provided by the LA and new staff members, upon appointment will undertake training followed by annual training. At least yearly updates are given to all staff. The safeguarding governor is Mrs S Platt.
- DSL - Mr M Griffiths – 01744 22104 – Contact at school  
 DDSL - Mrs M Clark - 01744 22104 – Contact at school
- Safeguarding governor, Mrs S Platt, can be contacted via school on 01744 22104
- 2.4 The DSL’s who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website)
- 2.5 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with. The safeguarding team are highly visible around the school (ie posters)
- 2.6 All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- 2.7 All other staff and governors, have child protection awareness training, updated by the DSL as Appropriate. Also annual training by Griffin to maintain their understanding of the signs and indicators of abuse.
- 2.8 All members of staff, volunteers and governors know how to respond to a pupil who discloses abuse through delivery of their training and the St Helens Safeguarding Partnership Board flow chart that is displayed in the staff Room.
- 2.9 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school’s Safeguarding & Child Protection Policy

- 2.10 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time. At this time we let to slimming world out of school hours.
- 2.11 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.12 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO<sup>3</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)<sup>4</sup> for consideration for barring following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

To make a referral to the Local Authority Designated Officer (LADO) please call the **LADO Secretary** on **01744 671265**

- 2.13 Our procedures will be regularly reviewed and up-dated.
- 2.14 The name of the DSL and DDSLs will be clearly visibly in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 2.15 All new members of staff will be given a copy of our safeguarding statement, and safeguarding & child protection policy, with the DSL and DDSLs names clearly displayed, as part of their induction.
- 2.16 The policy is available publicly whether on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school newsletter / website.
- 2.17 Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care. The DSL also helps to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children."

### 3.0 Responsibilities

- 3.1 The designated DSL and DDSLs are responsible for:
- Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a

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<sup>3</sup> LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

<sup>4</sup> Contact the LADO for guidance in any case

focal point for staff to discuss concerns. Referrals should be made in writing using a professional referral form, following a telephone call to the Contact Centre . However all staff are aware that anyone can make a referral.

- Keeping electronic records using CPOMS , of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are passed on to the child's next school or college.
- Ensure that a record is kept and witnessed of the disposal of individual's records or passed on to the next school.
- Children looked after records must be retained for 99 years.
- Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend Child Protection Conferences, core groups, or other multi- agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training annually, for all school staff.
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL and DDSs, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)<sup>5</sup>.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputy) should 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.

## 4.0 Supporting Children

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<sup>5</sup> A model format for the Governors Annual Report is available from St Helens Governor Services

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3 At Merton Bank we acknowledge that good attendance is essential not only for academic attainment, but also to ensure the safety of the child. As a result of this, we have set procedures in place to ensure the safety of pupils through their attendance.

- When a Child is Missing Education (CME), Merton Bank will follow **Education Welfare’s Child Missing Education Policy and Procedures.**

<https://www.sthelens.gov.uk/media/5861/st-helens-la-procedure-for-locating-missing-children-december-2016.pdf>

- There are named CME Officers within the Education Welfare Service. The named CME officers for St. Helens are: **Ann Robinson and Julie Stirrup – 01744 676636**
- There is also a dedicated CME email address for any enquiries relating to Children Missing Education. The email address is: [cme@sthelens.gov.uk](mailto:cme@sthelens.gov.uk)
- Any adult with Parental Responsibility has the right to collect their child from school, unless there is a Contact, Residency or Child Arrangement Order in place, or if there are child protection concerns surrounding a parent or carer. For families with orders in place, we ask parents and carers to inform us of any such instance and provide paper evidence where necessary. Please note we will not keep original copies of orders but may take photocopies which will be stored securely within the child’s individual safeguarding file.
- If any child is off school there is first day response with a phone call home. If the child is vulnerable there are home visits carried out. If under social care SW are contacted on the first day of absence.

In accordance with Working Together to Safeguarding Children 2018, Merton Bank recognises that some children may be considered more vulnerable than others. These include:

- A child that has special educational needs and/or a disability (SEND)\*
- A young carer
- A child who is showing signs of engaging in anti-social or criminal behaviour

- A child who is in a family circumstance that is presenting challenges for them such as substance abuse, adult mental health, domestic violence and/or
- Is showing early signs of abuse and/or neglect.

\* Children with additional learning difficulties or disabilities can face additional barriers in regards to recognition of abuse. These barriers can include:

Barrier	Resolution / Additional Support
<p><b>Communication Difficulties</b></p> <p>It can be significantly more challenging and unlikely for a child to disclose abuse if they have difficulties with communication.</p>	<p>Speech and language interventions</p> <p>Utilising key members of staff who have good understanding and relationships of that pupil</p> <p>Alternative communication means such as sign language, Makaton, PECs etc.</p>
<p><b>Behavioural Difficulties</b></p> <p>Screaming, shouting, emotional distress, marks being ignored, overlooked or failure to investigate if this is considered to be ‘regular behaviour for the child’.</p>	<p>Ensure that incidents are questioned and challenged.</p> <p>Understanding behaviours displayed such as triggers, relation to mood.</p> <p>Individual Behaviour Plans</p> <p>Gaining the views, wishes and feelings of the child.</p> <p>Always questioning any marks, bruises etc.</p>
<p><b>Physical Disabilities</b></p> <p>Physical disabilities can present a significant barrier for some children as it can limit their independence and personal ability to keep safe.</p>	<p>Always questioning any marks, bruises etc. – never assuming why an injury may be present.</p> <p>Using times such as during personal care to be vigilant against marks and bruises.</p> <p>Ensuring open dialogue and trusting relationships at all times.</p>
<p><b>Marks and Physical Injuries</b></p> <p>Assumptions that marks relate to the child’s physical disability or individual need without further exploration.</p>	<p>Always questioning any marks, bruises etc. – never assuming why an injury may be present.</p> <p>Seeking advice from external agencies including Children’s Social Care.</p>

<p><b>Bullying and prejudice behaviours</b></p> <p>Children with learning difficulties and/or physical disabilities may be more at risk of bullying and prejudice behaviour.</p> <p>Children with SEND may be more prone to peer group isolation.</p>	<p>Ensuring that equality, diversity and difference is taught to all children throughout school.</p> <p>Challenging and dealing with anti-bullying incidents immediately.</p> <p>Supporting children with forming healthy friendships with their peers.</p>
<p><b>Cognitive difficulties</b></p> <p>Some children may have difficulty understanding or recognising abuse.</p>	<p>Ensure PSHE and SMSC lessons are differentiated accordingly.</p> <p>Clear and direct conversations to be had regularly with those who are most vulnerable.</p>

Protecting pupils with additional needs is underpinned by the school's SEND policy.

The school will endeavour to support the pupil through:

- Our prevention procedures
- The school's behaviour policy is aimed at supporting all pupils in our school, especially those who are identified as being vulnerable. All staff will adopt a consistent approach which focuses on the behaviour displayed by the child and not by condemning the child themselves, thus preventing damage of the children own sense of self-worth. [The school] recognises that all behaviour is a form of communication and we aim to address any underlying issues through pastoral intervention.
- Merton Bank is committed to working with the appropriate agencies that best support our children and their families; we will complete any referrals deemed necessary that would provide a child with the right specialist support.
- Merton Bank will continue to refer children who are already open to Social Care and will exercise the Local Authority's Escalation Policy when deemed necessary.
- When any vulnerable pupil leaves our school, all information will be photocopied and transferred to the new school immediately and Social Care would be informed where necessary (such as if a child were to move to a different Local Authority).

- We will always listen to each and every one of our pupils and utilise our trusting and authentic relationships to ensure that a child's voice is heard.
- 4.4 Our school will support all children by:
- 4.5 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- 4.6 Promoting a caring, safe and positive environment within the school.
- 4.7 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 4.8 The School will consider the need for an Early help Assessment<sup>6</sup> (EHAT) when it is identified that there are low level concerns or emerging needs. This process provides a way of recording support and interventions that have been provided by the school to the child / young person and also supports a referral for additional support that may be needed from more targeted services where a single agency has been unable to meet that need. An EHAT can be arranged to ensure that a multi-agency action plan can be developed. It is important that the child and parent's voice are captured as part of this assessment and that they take ownership of the plan. This plan should be regularly reviewed normally up to 4 to 6 weeks until outcomes are achieved. To support the children and families there may be times when depending on the circumstance we will share information with other agencies for example: health and social care.
- 4.9 If at any point during the EHAT process risk increases and the school becomes concerned that the child is or is likely to suffer significant harm then a referral will be made to Children's Social Care.
- 4.10. Notifying Peoples Services as soon as there is a significant concern. Staff are aware that they should be advised of a decision within 1 working day and if the situation does not seem to be improving press for re consideration. If any professional or parent are not satisfied or informed of decisions then they must access the St Helens Multi agency escalation policy. Below is the process if you have any concerns.

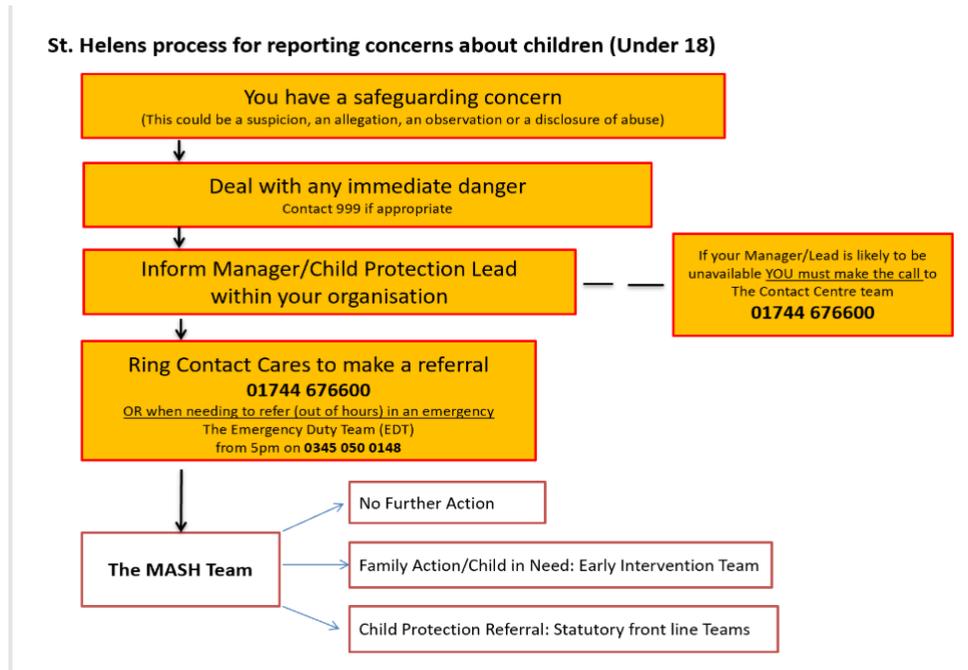
<sup>1</sup> A model format for the Governors Annual Report is available from St Helens Governor Services

<sup>1</sup> The Early Help Assessment is St Helens' response to the statutory duty to cooperate (Children Act 2004) and it replaces the CAF process.

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**St. Helens process for reporting concerns about children (Under 18)**



4.11 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child’s new setting and ensuring the school medical records are forwarded as a matter of priority.

4.12 **Operation Encompass** Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[SafeLives: young people and domestic abuse”](#)

The named adult responsible at Merton Bank is Mark Griffiths. The aim is to give schools the information they need in order to look after that child’s needs in the aftermath of what may be one of the most distressing things they will ever witness. This is normally done via Email.

**4.13 Radicalisation.** In order for school to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duty, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation, Criminal exploitation, County lines), whether these come from within their family or are the product of outside influences. The Prevent duty builds on existing local partnership arrangements. For example; the policies and procedures of St Helens safeguarding children partnership. The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils of being drawn into terrorism (ie high or low risk). The school's safeguarding lead (and deputies) should be aware of local procedures for making a prevent referral. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home)."

School must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. School ensures that suitable filtering is in place.

Terrorism is 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.

## **5.0 Confidentiality**

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The DSL and DDSL's will disclose any information about a child to other members of staff on a need to know basis only.<sup>7</sup>
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Data protection fears should not be a barrier to information sharing; the safety of the child should be of the utmost importance.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. All staff are aware of the sensitivity around such events and designated staff are mindful and liaise closely with the CCPB

## **6.0 Supporting Staff**

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

### 6.3 **Supervision**

Supervision has an essential role in the effective management of staff performance and practice, and is a primary means by which staff are supported and held accountable.

Supervision can mean different things to different people but essentially it is an activity that brings skilled supervisors and practitioners together in order to reflect upon their practice. 'Supervision aims to identify solutions to problems, improve practice and increase understanding of professional issues' UKCC (1996).

The document, 'Working Together to Safeguard Children' (2018) states; organisations should provide 'appropriate supervision and support for staff, including undertaking safeguarding training'. There are various models or approaches to supervision, one-to-one, group, or peer supervision. The choice of approach will depend upon a number of factors, including personal choice, access to support, length of experience, qualifications, availability of groups, etc.

#### **Purpose of supervision**

- Review workloads, if required.
- A place where a member of staff can be challenged supportively and constructively within mutually agreed and accepted boundaries.
- Issues relating to the work place and to working practices can be identified and discussed.
- Achievements are identified and celebrated.
- Emotional well-being/work life balance is considered.
- A safe place to offload.

## **7.0 Allegations against staff**

What school and college staff should do if they have a safeguarding concerns about another staff member (including supply staff and volunteers) who may pose a risk of harm to children

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All staff should be aware of Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and

volunteers will be given at induction.<sup>8</sup>

- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.<sup>9</sup>
- 7.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). To make a referral to the Local Authority Designated Officer (LADO) please call the **LADO Secretary** on **01744 671265**
- 7.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.
- 7.8 The school will follow St Helens procedures 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 the LADO.
- 7.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant, in making this decision.
- 7.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

## **8.0 Whistle-blowing/ Confidential Reporting**

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff 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. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer / LADO following the Whistleblowing Policy.
- 8.3 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (contact the main office).

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<sup>8</sup> Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

<sup>9</sup> Or Chair of Governors in the event of an allegation against the Headteacher

8.4 Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

8.5 Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: • general guidance on whistleblowing can be found via: Advice on Whistleblowing; and • the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

## 9.0 Physical Intervention

9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

9.2 Such events should be recorded and signed by a witness.

9.3 All Staff are appropriately trained in the *Team Teach* technique.

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

9.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.<sup>10</sup>

## 10.0 Anti-Bullying

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

In line with the updated KCSIE document upskirting will be investigated and dealt with (See appendix 2). Peer on Peer abuse will be investigated and dealt with inline with school policy. It will never be passed off as 'banter'. These incidents will be logged to capture the Voice of the Child. Support from Pastoral Team and if needed outside agencies will be forthcoming.( see appendix 2) We also have Child friendly bullying policies appropriate for both Key Stage 1 and Key stage 2.

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<sup>10</sup> Guidance on Safer Working Practices is available on the DfE website

## **11.0 Racist Incidents**

11.1 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 will keep a record of racist incidents.

## **12.0 Prevention**

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

12.2 The school community will therefore:

12.3 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

12.4 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.

12.5 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

12.6 Include safeguarding across the curriculum, including PSHE 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.

12.7 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.

## **13.0 Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits. This includes the use of mobile phones, ipads and cameras. Please see the policy.

## **14.0 Monitoring and Evaluation**

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

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires

- Scrutiny of exclusion and attendance data
- Scrutiny of range of risk assessments and audits
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT to monitor
- Review of parental concerns and parent questionnaires

***This policy also links to our policies on:***

*Behaviour*

*Staff Behaviour Policy / Code of Conduct*

*Whistleblowing / Confidential reporting policy*

*Anti-bullying*

*Health & Safety*

*Allegations against staff*

*Parental concerns*

*Attendance*

*CME*

*Curriculum*

*PSHE / includes SRE*

*Teaching and Learning*

*Administration of medicines*

*Drug Education*

*Sex and Relationships Education*

*Physical intervention*

*ESafety, including staff use of mobile phones*

*Cyberbullying*

*Risk Assessment*

*Recruitment and Selection*

*Intimate Care*

*Mobile phones and cameras*

# Appendix one

## Recognising signs of child abuse

### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- 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, but:**

- **Must be regarded as indicators of the possibility of significant harm**
- **Justifies the need for careful assessment and discussion with designated / names / 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**
- **Anyone can make a referral**

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

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)
- Also the child may appear quit normal as this may be all they have known

The parent or carer may:

- Use disguised compliance
- 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.

All staff should be aware of the potential of drug and alcohol misuse and the impact on families.

## **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

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

### 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 caused by an adult or older child.

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

## Burns and Scalds

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

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

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

## Scars

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

## Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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. 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. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

## **Recognising Emotional Abuse**

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

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated 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

## **Domestic 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. 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."

## **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.

Further advice can be found on the below link.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

## 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)

Child sexual exploitation is a form of child sexual abuse” and also “Like all forms of child sex abuse” so now reads “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).”

Signs similar to CCE. [Child sexual exploitation: guide for practitioners.](#)

Merton Bank will follow **Pan-Merseyside Multi-Agency Child Exploitation Protocol** which is available on the St. Helens Safeguarding Children partnerships' website:

- [https://sthelenssafeguarding.org.uk/assets/1/pan\\_merseyside\\_multi\\_agency\\_ce\\_protocol\\_march\\_2018.pdf](https://sthelenssafeguarding.org.uk/assets/1/pan_merseyside_multi_agency_ce_protocol_march_2018.pdf)
- If CSE is suspected, the practitioner should complete a CE1 form (available on the St. Helens Safeguarding Children partnerships' website) and email it through to [adultandchildrenteam@sthelens.gov.uk](mailto:adultandchildrenteam@sthelens.gov.uk).
- The CE1 form will be screened at a multi-agency 'Morning Meeting' where partners from People's Services, Health, Social Care, Police and Catch 22 will assess each case.
- Catch 22 are a dedicated service currently commissioned within St. Helens to support children and young people as well as professionals in all aspects centring on Child Sexual Exploitation. More information, advice and guidance can be found on their website:
- <https://www.catch-22.org.uk/services/st-helens-missing-child-sexual-exploitation-service/>

## Serious violence and/ or exploitation. (CCE)

There is no legal definition of child criminal exploitation through organised crime groups in England and Wales. For St Helens, the exploitation of children and young people under 18 is defined as that which: 'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g.) food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature...

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 , 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.

### County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

### Trafficking

A person commits an offence if the person arranges or facilitated the travel of another person to exploit them. It is irrelevant whether the exploited person, adult or child, consents to the travel. A person may, in particular, arrange or facilitate another person’s travel by recruiting, transporting or transferring, harbouring or receiving them, or transferring or exchanging control over them. ‘Travel’ means arriving in, or entering, any country; departing from any country and travelling within any country.

The same process for Child Sexual Exploitation should be followed for suspected or confirmed cases of Child Criminal Exploitation.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or 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. 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. The abuse can be perpetrated by individuals or groups, males or female. 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. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

## **Missing Children and Young People**

Going missing is a dangerous activity and puts a child or young person at immediate risk. This section reflects the guidance set out in **St. Helens Safeguarding Children Partnership's Missing Children Procedure**, which is available on the St. Helens Safeguarding Partnership website.

This information is also in line with the Government guidance - **Children who run away or go missing from home or care (2014)**.

There is a national definition of what constitutes a missing person (including a child):

“Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime or at risk of harm to themselves or another”.

In St Helens, anyone whose whereabouts cannot be established will be considered as missing until located and their well-being or otherwise confirmed.

The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities;
- Involvement in criminal activities including gang crime
- Victim of abuse
- Victim of crime, for example through sexual assault and exploitation or through gang activities

- Risk of trafficking
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out of school and education
- Increased vulnerability.

Longer term risks include:

- Long term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

**The police should always be notified immediately when a child or young person goes missing, regardless of what setting they go missing from.**

### **Preventing children and young people from going missing**

Any missing episode is potentially serious; one run away is one too many. Therefore prevention work relating to children going missing is of paramount importance. The prevention of children and young people going missing required an integrated multi-agency approach to vulnerable children and young people. Prevention strategies need to include the prevention of children going missing from home and care and will include:

- Awareness and training for all professionals;
- Awareness and safety sessions for young people via curriculum opportunities;
- Multi-agency assessment procedures, including Early Help, should include the risk indicators for running away;
- Consistent implementation of this protocol across all agencies;
- Monitoring and reporting is missing from home, care and education incidents;
- Support to parents and carers;
- Every individual has a duty to inform the authorities if a child is missing.
- Effective interventions are best achieved by partnership working, information sharing, problem-solving and performance management.

## **Missing from care**

Looked after children can also be 'absent' in that they are away from their placement, their whereabouts are known, but they should not be there. If a child is categorised by Merseyside Police as 'absent', the person calling the police will be asked if there are safeguarding concerns or risks, to inform the Police response. Professional should contact the Police if there is a change of circumstances that would increase risk level or if the person returns.

Merseyside Police Missing Persons Policy states that **"All children aged 12 years and under will be categorised as 'missing' and not categorised as 'absent' under any circumstances"**.

If Merseyside Police have a CSE or CCE flag recorded on their systems, or have any intelligence that a child is at risk of CSE or CCE, they must automatically be recorded as 'missing' and never 'absent'.

With regard to children who are Looked After by another Local Authority and placed within the Merseyside boundary, they remain the responsibility of the placing Local Authority.

Regardless of how long a child has been missing, upon their return an Independent Return Interview should be offered to all children and young people who have been missing from home

Further information regarding children and young people who go missing from home, or children and young people who go missing who are already open to children's social care, can be found in the **St. Helens Safeguarding Children Partnership's Missing Children Procedure**

## **Private Fostering**

Private Fostering is where a child under the age of 16 (or 18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. It is a private agreement between a parent and another adult.

A close relative includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood related or through marriage). A private foster carer may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family.

Examples of private fostering could include:

- Children or young people who are sent to this country for education or health care by their parents from overseas.
- Teenagers living with a friend's family because they do not get on or relationships have broken down with their own family.
- Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- Children staying with another family because there has been a bereavement or their parents have divorced or separated.
- A child from overseas staying with a host family while attending school or overseas students at boarding school who do not stay with a host family during the holidays.

Education and other professionals have a mandatory duty to notify the Local Authority and Children's Social Care when they believe there is a private fostering arrangement and they are not satisfied that the Local Authority has been or will be notified by the parent or carer. Private foster carers also have a responsibility to notify the Local Authority.

If a member of staff or any individual believes that a child is being privately fostered, they should contact Children's Social Care or inform the Designated Safeguarding Lead who will make the referral.

## **Appendix two**

### **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.

#### **So-Called Honour Based abuse**

So-called Honour Based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. Although it is often perceived to be linked to religion, this is not a religious practice and is a form of child abuse when the victim is under the age of 18. However, any form of Honour Based abuse, despite the age of the victim, is illegal. Honour based abuse can include, but is not exclusive to the following:

- Forced abortion and hymen repair
- Abduction and imprisonment
- Forced marriage
- 'Honour' suicide
- 'Honour' Violence

## **Female Genital Mutilation (FGM)**

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

What is FGM?

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

### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 All other procedures that may include: pricking, piercing, incising, cauterizing and scraping the genital area.

### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage

- Upholds family honor
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfills a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### Is FGM legal?

FGM is internationally recognized 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 Leon, 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
- Behavior 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 behavior, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/school/colleges take action **without delay**.

### Peer on Peer Abuse / Child on Child abuse

#### 1. Context and Definition

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying) Bullying or peer on peer abuse will never be passed off as 'banter'.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

**We minimize risk by:**

- Close observation of our children
- Availability of staff to provide conflict resolution
- Children knowing that this is not acceptable
- Robust Behaviour policy and procedures
- Logs of incidents

( It is more likely that girls will be victims and boys perpetrators) All peer on peer abuse is unacceptable and will be taken seriously)

### **Contextual Safeguarding**

Contextual safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families. For many young people, their relationships extend beyond their family such as within their neighbourhoods, in their schools and online. These relationships can unfortunately sometimes feature violence and abuse.

Parents and carers can have little influence over these contexts and therefore can have little impact on a young person's experiences of extra-familial abuse. This abuse subsequently undermines the parent-child relationship, which is in itself, a protective factor for most children and young people.

It is therefore important that practitioners, including school staff, engage with individuals and sectors who do have influence over/within extra-familial (outside the family) contexts, and recognise that assessing and intervening with these areas are a crucial part of safeguarding practices and responsibilities. Contextual safeguarding is therefore a continuation and expansion of child protection systems by recognising that children and young people are vulnerable to abuse in a range of social contexts.

## Domestic Abuse

The term domestic abuse (or domestic violence as it is sometimes referred to) is used to describe anything from emotional abuse, financial abuse to physical assault, sexual abuse, intimidation, isolation, threats or coercive and controlling behaviour.

The Government define domestic abuse as:

*“Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality.” This includes issues of concern to black and minority ethnic (BME) communities such as so called ‘honour killings’.*

There are different types of domestic abuse. They are:

- **Emotional abuse** – constant criticism, insults, undermining capabilities
- **Physical abuse** – hitting, punching, burning, strangling, slapping, biting, pinching, kicking, pulling hair out, pushing, shoving
- **Sexual abuse** – forcing unwanted sexual acts, having sex with you when you don’t want to have sex, any degrading treatment based on your sexual orientation
- **Isolation** – preventing someone from having or developing family, social or professional relationships, preventing from working, monitoring or blocking your telephone calls.
- **Financial abuse** – withholding money, making a person account for every penny they spend, taking your money without asking.
- **Threats** – making angry gestures, using physical size to intimidate, shouting someone down, destroying someone’s possessions, breaking things, punching walls, wielding a weapon, threatening to kill or harm someone around children.
- **Coercive control** – an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Domestic abuse is often a combination of several, if not all of the above.

## **Upskirting**

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

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim."

## **Sexting**

Sexting is the exchange of sexual messages or self-generated sexual images or videos through a mobile phone network or the internet. Once a message or image has been shared, the sender has no control about how it's used. Sexting can leave a child vulnerable to bullying, blackmail, online grooming or abuse. It's also a criminal offence to create or share explicit images of a child, even if the person doing it is a child.

