



**ARGYLE
HOUSE
SCHOOL**
SUNDERLAND



Information:

Sunderland Safeguarding Children Partnership: Board Contact Information:

Secure e-mail: safeguarding.children@togetherforchildren.org.uk
designatedofficer@togetherforchildren.org.uk

Telephone Numbers: (0191) 5205560-during business hours
(0191) 5205552-Out of hours service
(0191) 5613901-LADO direct line

(Including EYFS)

All Departments: Designated Safeguarding Lead is Mr. J Blair
Deputy Safeguarding Leads are Mrs. N Smillie & Mrs. L McIntosh
(email: office@argylehouseschool.co.uk)

All Departments Child Protection Policy

The Senior Management

Everyone who participates in the activities of Argyle House School is entitled to do so in an enjoyable and safe environment. Argyle House School has a moral and legal obligation to ensure that, when given the responsibility for children, coaches and volunteers provide them with the highest possible standard of care.

Argyle House School is committed to devising and implementing policies so that everyone accepts their responsibilities to safeguard children from harm and abuse. All systems should operate with the best interests of the child at their heart and ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. This means following procedures to protect them and reporting any concerns about their welfare to appropriate authorities.

Aims of the Policy



The aim of the policy is to promote good practice, providing children with appropriate safety/protection whilst involved in the activities of Argyle House School, and to allow staff and volunteers to make informed and confident responses to specific child protection issues. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Policy Statement

Argyle House School fully accepts its legal and moral obligations to provide a duty of care to protect all children. Argyle House School is committed to ensuring that:

- The welfare of the child is paramount.
- All children, whatever their age, culture, ability, gender, language, racial origin, religious belief and/or sexual identity are able to participate in all activities in a fun and safe environment.

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- All reasonable steps are taken to protect children from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings.
- All suspicions and allegations of poor practice or abuse are taken seriously and responded to swiftly and appropriately.
- All Argyle House School employees who work with children are recruited with regard to their suitability for that responsibility, are provided with guidance and/or training in good practice and child protection procedures.
- That there is a zero tolerance to peer-on-peer abuse and will always be treated seriously and not as 'banter' or an inevitable part of growing up.
- To recognise that some groups of children are potentially at greater risk of harm.
- Working in partnership with parents and children is essential for the protection of children.

Promoting Good Practice

All staff should adhere to the following principles and actions:

- Always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communications with no secrets).
- Make the experience of the activities fun and enjoyable; promote fairness, confront, and deal with bullying.
- Treat all children equally and with respect and dignity.
- Always put the welfare of the child first.
- Maintain a safe and appropriate distance from the children.
- Avoid unnecessary physical contact with children. Where any form of manual/physical support is required, it should be provided openly and with the consent of the child. Physical contact can be appropriate so long as it is neither intrusive nor disturbing and the child's consent has been given.
- Request written parental consent if going out of the educational establishment.
- Gain written consent for any significant travel arrangements e.g. overnight stays.
- Ensure that if mixed teams are taken away, they are always accompanied by a male and female member of staff.
- Ensure that at away activities an unaccompanied adult does not enter a child's room or invite a child to their room.
- Always give enthusiastic and constructive feedback rather than negative criticism.
- Recognise the developmental needs and capacity of the child and do not risk sacrificing welfare.
- Secure written parental consent for the School to act in *loco parentis*, and for the administration of emergency first aid or other medical treatment if the need arises.

- Keep a written record of any injury that occurs, along with details of any treatment given.

Physical Contact in Sport

Many sports, by their nature, require a degree of physical contact between adults and children. Physical contact can be used appropriately to instruct, encourage, protect or comfort. The aims of guidelines relating to physical contact are to provide adults and children with appropriate types and contexts for touching.

Physical contact between adults and children should only be used by appropriately qualified people when the aim is to:

- Develop sports skills or techniques.
- Treat an injury.
- Prevent an injury.
- Meet the requirements of the particular sport.
- Not involve touching genital areas, buttocks or breasts.
- Meet the need of the child and not the need of the adult.
- Be fully explained to the child and, with the exception of an emergency, permission should be sought.
- Not take place in secret or out of sight of others.

Responding to Concerns/Allegations (Child on Child Abuse)

We may become aware of possible abuse in various ways. We may see it happening; we may suspect it happening because of signs such as those listed in appendix 1; or it may be reported to us by someone else or directly by the young person affected.

In the last of these cases, it is particularly important to respond appropriately. If a young person says or indicates that they are being abused:

- Stay Calm so not to frighten the young person.
- Reassure the child that they are not to blame and that it was right to tell.
- Listen to the child, showing that they are being taken seriously.
- Keep questions to a minimum so that there is a clear and accurate understanding of what has been said. The law is very strict and child abuse cases have been dismissed where it is felt that the child has been led or words and ideas have been suggested during questioning. Only ask questions to clarify.
- Inform the child that other people have to be informed about what they have told you. Tell the child this is to help stop the abuse continuing.



- Safety of the child should be maintained as paramount. If the child needs urgent medical attention call an ambulance, inform the doctors of the concern and ensure they are made aware that this is a child protection issue.
- Record all information.
- Report the incident to the Designated Safeguarding Lead (Mr J Blair).

Recording Information

To ensure that information is helpful as possible, a detailed record should always be made at the time of the disclosure/concern. In recording you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Do not include your own opinions. (Recording sheets can be located in the Main Office & Staffrooms and also on the school online system.)

Information should include the following:

- The child's name, age and date of birth.
- The child's home address and telephone number.
- Whether or not the person making the report is expressing their concern or someone else's.
- The nature of the allegation, including dates, times and any other relevant information.
- A description of any visible bruising or injury, e.g. location, size, etc. Also any indirect signs, such as behavioural changes.
- Details of witnesses to the incidents.
- The child's account, if it can be given, of what has happened and how any bruising/injuries occurred.
- Have the parents been contacted.
- Has anyone else been consulted.
- Has anyone been alleged to be the abuser? Record details.

Reporting the Concern

All suspicions and allegations must be reported appropriately. It is recognised that strong emotions can be aroused, particularly in cases where sexual abuse is suspected or where there is misplaced loyalty to a colleague. It is important to understand these feelings, but not allow them to interfere with your judgement about any actions to take.

Argyle House School expects its employees to discuss any concerns they may have about the welfare of a child immediately with the person who is the Designated Safeguarding Lead or Deputies in his absence, who will check that appropriate actions have been taken.

If the Designated Safeguarding Lead isn't available, then another member of the senior management or

deputies must be informed, who will take responsibility and may seek advice from the school's contact at the Sunderland Safeguarding Children's Partnership or the Police.

Any suspicion that a child has been abused by an employee or a volunteer should be reported to the Head Teacher or Designated Safeguarding Lead who will immediately consult with the Designated Officer (LADO) from Sunderland Safeguarding Children's Partnership (SSCP) and will take appropriate steps to ensure the safety of the child in question and any other child who may be at risk. This will include the following:

- Argyle House School will refer the matter to the Sunderland Safeguarding Children's Partnership.
- The Head Teacher/Designated Safeguarding Lead in consultation with the Designated Officer from SSCP will decide if any immediate disciplinary proceedings need to take effect.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation the report must be made directly to the Designated Officer (LADO) from the SSCP who will manage the case. Contact details are at the start of this policy.

Allegations of abuse are sometimes made some time after the event. Where such an allegation is made, the same procedures should be followed and have the matter referred to the Designated Safeguarding Lead who will contact the LADO firstly and with the advice of the LADO investigate the situation and refer the incident back to the SSCP/Police/Social Services.

Outside Concerns

Any person having concerns outside the immediate educational activities (e.g. a parent or carer) should:

- Report the concerns to the Designated Safeguarding Lead.
- If the Designated Safeguarding Lead is not available, the person being told or discovering the abuse should report the incident to a deputy or a member of the Senior Management Team. If they want to, they can make the referral themselves, using the contact information at the front of this policy.
- The Designated Safeguarding Lead and Designated Officer from SSCP will decide how to inform the parents/carers;

Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need-to-know basis only, which may include the following people:

- The Designated Safeguarding Lead.
- The parents of the child.
- The person making the allegation.
- SSCP/police.

All information should be stored in a secure place with access limited to designated people, in line with data protection laws.

Guidelines for Transporting Children

It is important to ensure that all steps are taken to ensure the safe transport of children:

If the children are to be transported by coach the following should be considered:

- Use a reputable company providing transport and necessary insurance.
- Ensure sufficient supervisors are on each coach.
- All participants have a seat and seat belt regulations are adhered to.
- Parents/carers are issued with detailed information of pick-up and drop-off points and times.
- All staff are issued with relevant information.
- Participants are not to be left unsupervised, i.e. dropped off when a parent/carer is not there.

Role of the Designated Safeguarding Lead

The role of the designated person is to:

- Establish contact with the local Designated Officer (LADO) from SSCP or a senior member of social services staff responsible for child protection in the school's catchment area.
- Provide information and advice on child protection within the organisation.
- Ensure that the school's child protection policy and procedures are followed and particularly to inform social services/health board of relevant concerns about individual children.
- Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing, under confidential cover.
- Liaise with social services.
- Keep relevant people within school informed about any action taken and any further action required.
- Ensure that an individual case record is maintained of the action taken by the school, and liaison with other agencies and the outcome.

Use of Cameras and Mobile Phones by Staff (Including EYFS)

- Staff are not permitted to take a picture of a child on their mobile phone at anytime and disclose their phone number to a pupil in the school.
- Staff may use their mobile phone within the school building to accept incoming calls only and these must be taken when the member of staff have no children in their care at that time.

- Pictures of pupils are permitted but can only be taken with the cameras/ipads which are supplied by the school. These cameras/ipads aren't permitted to be taken off sight to the Teachers home address at anytime. All pictures must be printed out at school; they may only be saved on the School P.C's in the General Office which are encoded machines. All cameras/ipads will have a sign in and out record sheet, and they must be stored in the school safe overnight.
- If the outing is a residential trip the Leader of the party is responsible for the camera/ipad and the pictures which are taken, mustn't be stored on any devices which could be used at that particular residential.

Use of Mobile Phones by Children

- They are allowed on the school site but must not be used after the start of the school day (8:45) until they are dismissed at the end of the school day (3:30 & 4:00pm).
- If the child is caught using the phone at a time not permitted, it will be removed from their person and only given back to them when one of their parents/guardians has collected it from the school office.

Online Safety

- It is important that staff have an understanding of the breadth of issues classified within online safety. These can come into four areas of risk:
- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (consensual and non-consensual sharing of nudes and semi-nudes and or pornography, sharing other explicit images and online bullying.)
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Sexual Violence and Sexual Harassment

- This should follow the same procedures as a safeguarding concern/allegation.



- This can occur between two children of any age and sex, from primary through to secondary stage and into college. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. 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.
- Addressing inappropriate behaviour (even if it appears relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Appendix 1

Child Protection- Staff Guidance

A. Procedures to be followed:

- **Members of staff who suspect abuse of a child should report their suspicions to the Designated Safeguarding Lead.** The designated teacher, will determine whether Social Services and in some instances, the Police will be notified. It is the role of the police to investigate this type of incident.
- **Information is received from primary schools, other schools, parents, Social Services and various other sources.** The weekly Forum Meeting to be used to pass on relevant details. Where it is thought that the Social Services/SSCP are not aware of the case they will be informed.
- **Risk Register.** A confidential register will be maintained of all those pupils known to be at risk. Names will be entered on the register if it is confirmed by Social Services that the child is actually at risk.
- Where a child is known to be at risk, the named member of staff will inform the relevant pastoral staff and members of the senior management team.
- Staff who organise educational visits should publish the names of those pupils involved and seek information about any involvement of Social Services/SSCP.

- The named member of staff who will, when possible, attend any reviews called by the Social Services/SSCP.

Procedures in respect of Child Abuse

Abuse exists where children under the age of eighteen years have been physically or emotionally abused or severely neglected. Abuse is abuse and should never be tolerated or passed as mere banter or a having a laugh. Abuse of children who are over five years of age is likely to be noticed by the school staff and Health Workers or Education Welfare Officers. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

The Education Service in general, and this school in particular, has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by the school.

In the event of an actual or suspected case of child abuse by adults, parents, teachers or any other adult.

It is the responsibility of school staff to report this to the Designated Safeguarding Lead (or Head) as soon as possible. The designated teacher is responsible for ensuring that children are identified, and the appropriate agency involved. It is important that if staff, overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Staff leading school visits, particularly residential ones, should provide a list of those children taking part to the Designated Safeguarding Lead to ensure that they are made aware of all essential information relating to the pupils in their care.

Signs and Symptoms of Abuse

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

What is a Child Protection Issue?

The NSPCC define child abuse as- 'Child abuse' consists of anything which individuals, institutions or processes do or fail to do which directly harms children or damages their prospects of a safe and healthy development into adulthood.'

The term 'Child Abuse' does not enter into legislative talk. Rather, the term 'significant harm' is used to define when a child is in need of protection from ill treatment. In some cases a single act of abuse can constitute significant harm, such as a violent attack, sexual molestation, suffocation or poisoning. Therefore, a child protection issue can be anything from a child coming to school in an unhygienic fashion, a child with noticeable bruising, a child looking pale and gaunt or a child with inadequate footwear.

Definitions

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

Development means physical, intellectual, emotional, social or behavioural development.

Health includes physical and mental health.

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, sexual exploitation or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, sexting, or encouraging children to behave in sexually inappropriate ways. Grooming could be part of this.

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 feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying or banter causing children frequently to feel frightened or in danger, or the exploitation

or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision.
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Mental Health: staff need to 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.

B. Indicators of Abuse and Neglect

Indicators of Abuse

Even those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

- Unexplained or suspicious injuries such as bruising, cuts, burns, particularly if situated on a part of the body not normally prone to such injuries.
- An injury for which an explanation seems inconsistent.
- The child describes what appears to be an abusive act involving them.
- Another child or adult expresses concern about the welfare of a child.
- Unexplained changes in a child's behaviour, e.g. becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper.
- Inappropriate sexual awareness.
- Engaging in sexually explicit behaviour.

- Distrust of adults, particularly those with whom a close relationship would normally be expected.
- Difficulty in making friends.
- Being prevented from socialising with others.
- Displaying variations in eating patterns including over-eating or loss of appetite.
- Losing weight for no apparent reason.
- Becoming increasingly dirty or unkempt.

Physical Abuse- Shaking, hitting, throwing, burning, scalding, drowning and suffocating.

- Reluctance of pupil to undress for P.E.
- Bruises and scratches to face.
- Finger or hand marks on the body.
- Bite/Pinch marks
- Cigarette burns
- Ligation marks
- Scalds
- Untreated injuries
- Delay in seeking medical help.
- Lack of adequate, consistent explanations of cause of injury.

Emotional Abuse—persistent ill treatment of a child to cause adverse effects on the emotional development of a child. Conveying that they are worthless or unloved. Inadequate or not valued. Causing excessive feelings of fear and vulnerability.

- Speech disorder
- Excessive fear of new situations.
- Inappropriate emotional response to situations.
- Extreme anxiety about parents being contacted.
- Over reaction to mistakes.
- Extreme of passivity or aggression.
- Self-harm/suicidal thoughts or tendencies.
- Drug misuse
- Depression
- Bed wetting/soiling
- Low Self esteem
- Eating disorder
- Compulsive stealing.

Sexual Abuse-There may be no physical signs. ALWAYS TAKE WHAT A PUPIL SAYS SERIOUSLY.

- There may be no physical sign.
- Pregnancy
- Sexualised drawings
- Sleep disturbance
- Withdrawn or unhappy
- Affection seeking
- Sexualised behaviour
- Inappropriate or explicit sexual knowledge beyond their age.
- Unexplained large sums of money or gifts.

Neglect- persistent failure to meet a child's physical or emotional needs.

- Unkempt appearance
- Poor personal hygiene
- Low self esteem
- Frequent lateness/non attendance
- Compulsive stealing
- Persistent hunger
- Constant tiredness
- Untreated medical problems.

Staff must also be aware of:

Child Sexual Exploitation (CSE) is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse via the internet.

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitation relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.



(Grooming is the process by which an offender draws a victim into a sexual relationship and maintains that relationship in secrecy. The shrouding of the relationship is an essential feature of grooming. The six stages are: targeting the victim, gaining the victim's trust, filling a need, isolating the child, sexualizing the relationship and maintaining control. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Some of the following can be indicators of CSE:

- 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.
- Children who regularly miss school or education or do not take part in education.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practise or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Types of Procedures:

Clitoridectomy-partial/total removal of the clitoris.

Excision-partial/total removal of the clitoris and labia minora.

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

All other procedures that may include; pricking, piercing, incising, cauterising and scraping the genital area.

Circumstances and occurrences that may point to FGM happening:

Pupil talking about getting ready for a special ceremony.

Family taking a long trip abroad.

Knowledge that the pupil's sibling has undergone FGM.

Pupil talks about going abroad to be cut or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

Prolonged absence from school and other activities.

Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.

Bladder or menstrual problems.

Finding it difficult to sit still and looking uncomfortable.
Complaining about pain between the legs.
Mentioning something somebody did to them that they are not allowed to talk about.
Secretive behaviour, including isolating themselves from the group.
Reluctance to take part in physical activity.

FGM & CSE must also be reported to the police as a matter of urgency before consultation with the Designated Safeguarding Lead. Once this has been done, give all the relevant information to the Designated Safeguarding Lead.

Children Missing From Education- A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff need to be vigilant about unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including exploitation, and to help prevent the risks of going missing in future. All absence must be authorised; if there is a pattern to the absence, then the Designated Teacher must be informed and he/she must follow safeguard procedures.

Forced Marriage- Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities.) Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We (School) can play an important role in safeguarding children from forced marriage.

Honour Based Abuse- Encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practises such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Prevent- This is the prevention of children or adults being susceptible to terrorism. It has four key areas: PREVENT-stopping people becoming terrorists or supporting terrorism; PURSUE- stop terrorist attacks and prosecute wherever possible; PROTECT- strengthen protection against terrorist attack in the UK and overseas interests; PREPARE- mitigate terrorist attack when it can't be stopped. The school will therefore aim to do the following: a) Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the Counter-Terrorism Act. b) Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers/laptops through the use of appropriate filtering, firewalls and security settings. c) Educate pupils through lessons and assemblies on the concepts of radicalisation and extreme ideology. d) Inform pupils on the importance of Internet Safety both through the ICT curriculum and PSHE education.

Radicalisation- Refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. (See Prevent Policy)

Child Criminal Exploitation- Refers to the exploitation of a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. The activity can still be exploitation even if the activity appears consensual.

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.
- Children who regularly miss school or education or do not take part in education.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Domestic Abuse- This is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial or emotional. 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. 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.

Other issues which could raise safeguarding issues are:

Domestic Violence

Drugs

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Gangs & Youth Violence

Gender based Violence

Trafficking

Sexting

Relationship Abuse

Mental Health

Hate

Private Fostering

Abuse can take place wholly online and maybe used to facilitate offline abuse.

Domestic abuse can impact on children when they witness it at home and/or suffer it in an intimate personal relationship.

Child on Child Abuse- Children can abuse children. This is generally referred to as child on child abuse. Child on child abuse can take many forms. This can include (but is not limited to):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- 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.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both

physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

The following points must be considered by all staff:

- It is more likely that girls will be victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. We should be aware of the importance of:
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.

To finalise the advice is sexual harassment is unwanted conduct of a sexual nature that can occur online and offline. It is likely to violate a child's dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment.

SEN Children- We as staff must recognise the children with SEN and Disabilities can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

Children With Family Members in Prison- Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation: County Lines- Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally

exploited may be at a higher risk of sexual exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person under the age of 18 years.
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Homelessness- Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead should be aware of contact details and referral routes in the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Sexual Violence and Sexual Harassment between Children- When referring to sexual violence offences under the Sexual Offences Act 2003 are rape, assault by penetration, sexual assault. When referring to sexual harassment we mean unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. An example of sexual harassment could be sexual comments, sexual jokes or taunting, physical behaviour, online sexual harassment- sharing of images, bullying, unwanted sexual comments and messages.

Upskirting- The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12th April 2019. "Upskirting" is where someone takes a picture under a person's clothing without their permission and or knowledge, with the intention of viewing their genitals or buttocks 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.

Serious violence- All staff should be aware of the indicators, which may signal 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





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Bullying (See Policy For More Guidance)

Bullying is not easy to define, can take many forms and is usually repeated over a period of time. Or is when a child finds what's done upsetting. The three main types of bullying are physical, verbal and emotional.

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