

Policy adopted: July 2017  
Policy reviewed: June 2018  
Policy review date: June 2019  
Designated SLT Link: Julian Young  
Archway School has a duty to monitor the operation and effectiveness of policies. Designated authority: Governors' Welfare and Discipline Committee



### **Safeguarding Children (Child Protection) Policy**

Archway School fully recognises its responsibilities for safeguarding children. Our policy applies to all staff, governors and other people working in the school.

#### **Aims**

Archway school wants all students to feel safe and to know what to do and who to speak to if they don't feel safe. We want to encourage all students to have high self-esteem, confidence and the opportunity to make and keep friends. As a school we will provide a nurturing environment where communication processes are clear, open and honest. This will enable students to feel they can share any concerns and be taken seriously. We will follow the procedures set out by the Gloucestershire Safeguarding Children Board (GSCB).

#### **Procedures**

We will:

- Ensure that students know there are adults in the school who can be approached and trusted
- Acknowledge that the development of positive relationships between staff and students is central to providing a protective environment
- Treat all disclosures in confidence, only sharing on a need to know basis
- Work with and support children and families who are at risk or vulnerable
- Ensure that parents have an understanding of the responsibility placed on the school and staff for Safeguarding and Early Help by setting out its obligations in student planners and on the school website
- Include in the PSHE (Personal, Social and Health Education) curriculum activities and opportunities for students to develop the skills they need to recognise and stay safe from all forms of abuse and neglect and radicalisation
- Include in the curriculum, material to help students prepare for adult life, particularly with regard to childcare, parenting skills, safeguarding and staying safe online
- Ensure all staff and volunteers understand their responsibility in being alert to signs of: children being abused (including peer on peer abuse), child on child sexual violence and sexual harassment, neglect, children missing from education, children being sexually exploited, children at risk of female genital mutilation and children at risk of radicalisation. Staff and volunteers will refer any concerns to the designated senior person responsible for Safeguarding, who will refer to the Children and Families Helpdesk and follow the Child Protection process. Where a child is in immediate danger or risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral
- The Designated Safeguarding Lead (DSL) will keep clear and concise records of any concerns about students, even when there is no need to make an immediate referral and ensure all records are kept securely, separate from the main student file and in locked locations

- Support students in accordance with the relevant Child Protection Plan (CPP) ensuring that the student understands that this behaviour is unacceptable and that they are valued and not to be blamed for any abuse which has occurred
- Attend Child Protection Conferences and Core Group Meetings and liaise with other agencies that support the student
- Notify the relevant social worker if there is an unexplained absence of more than two days of a student who has a CPP
- Ensure that when a student who has a CPP leaves, their information is transferred to the new school/setting immediately and that the student's social worker is informed
- Ensure that there is a trained designated safeguarding lead who is a member of SLT to co-ordinate Safeguarding matters and that every member of staff and the governing body knows that person's name. This person will ensure that all staff are fully informed about Safeguarding Procedures and 'early help' systems at least annually and as necessary. The DSLs will undertake interagency training and update course every two years, with knowledge and skills updated at regular intervals, but at least annually
- Ensure that there is a nominated governor responsible for Safeguarding who has received appropriate training
- Always practise safe recruitment in accordance with the school's Appointment Policy in checking the suitability of all staff and volunteers to work with students. A member of the interviewing panel will always have had National College of School Leadership (NCSL) accredited recruitment training
- Provide all new and temporary staff with a copy of the Safeguarding Policy and Procedures as part of their induction in the first 7 days of employment
- Refer to the Head Teacher where an allegation is made against a member of staff or volunteer, including supply or agency workers, contractors or governors
- Refer any allegations concerning the Head Teacher to the Chair of Governors or Safeguarding Governor who will liaise with the Local Authority
- Ensure all staff have read Part 1 of Keeping Children safe in Education and signed to say they have read it.
- Ensure all staff are familiar with the code of Conduct for Staff at Archway School (Guidance for safer working practice) and signed to say they have read it.
- Ensure all staff have child protection and e safety training updated as appropriate.
- Appropriate internet filters and monitoring systems are in place to protect pupils from potentially harmful and/or inappropriate online material

Archway School has a duty to monitor the effectiveness of its Safeguarding Children's Policy within the school. The operation and effectiveness of the policy will be monitored by the Governors' Welfare and Discipline Committee at least annually, and ensure the safeguarding policy and offer of early help is on the school website.

The designated members of staff are currently Mr Julian Young (SLT), Mrs Elaine Coley and Mrs Bridget Durrant.

The nominated safeguarding governor is currently Mrs Natasha Rolls, and nominated governor for CIC (Children in Care) is Mrs Sarah Warner.

This policy should be read in conjunction with the Code of Conduct for staff at Archway School (Guidance for safer working practice) and Part 1 of keeping Children safe in Education (DfE 2018) and Working Together to Safeguard Children (DfE 2015).

#### **Responsibilities**

Headteacher  
Senior Leadership Team  
Heads of Department and Year

#### **Further References**

Protecting Children Update  
LA guidelines  
Appendix - school guidelines

All teaching and support staff  
Governing Body

GCSB "Safeguarding Children Alert" (Gloucestershire  
Safeguarding Children Board) see attached appendix  
County Escalation Policy  
School Prospectus  
Student Planners  
School Appointments Policy  
Antibullying Policy  
Physical Intervention Policy  
Equality Policy  
Health and Safety Policy  
Substance Misuse and Medicines Policy  
Internet Usage Policy  
Supporting Students at School with Medical Conditions Policy  
Whistleblowing Policy

## **APPENDIX 1 – Safeguarding (Child Protection) at Archway**

### **1. The Designated Safeguarding Leads (DSLs)**

At Archway the DSLs are as follows:

- DSL (Designated Safeguarding Lead) Mr J Young, Assistant Head (Student Welfare and Guidance) [julianyoung@archwayschool.net](mailto:julianyoung@archwayschool.net)
- DDSL (Designated Deputy Safeguarding Leads) Bridget Durrant Head of KS3 [bridgetdurrant@archwayschool.net](mailto:bridgetdurrant@archwayschool.net), and Elaine Coley Head of KS4 [elainecoley@archwayschool.net](mailto:elainecoley@archwayschool.net)
- Nominated safeguarding champion and nominated member of the Governors for CIC (Children in Care) - Mrs Sarah Warner.

\* in response to the views of Gloucestershire Children in Care they are no longer called LAC (Looked after Children). They are now referred to as Children in Care (CIC). All documentation is being changed accordingly across the county.

The broad areas of responsibility for the designated safeguarding leads and deputy safeguarding leads are:

#### **Managing referrals**

- Refer all cases of suspected abuse to the local authority children’s social care team and to the Police (cases where a crime may have been committed).
- Liaise with the head teacher and inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure effective records are kept in regards to safeguarding matters including keeping written records of concerns about students, even when there is no need to refer the matter immediately (‘watching brief’). Ensure all records are kept securely; separate from the student main files in a locked cupboard.

#### **Ensuring their own knowledge of safeguarding issues and procedures are up-to-date.**

- The school’s designated and deputy safeguarding leads receive appropriate annual training through the GSCB DSL Forums. Multi-agency training is also undertaken every two years in order to carry out their roles. The DSL has a job description in place so that he is clear about the roles and responsibilities. DSLs and DDSLs are also required to attend whole service CP/safeguarding updates every 3 years as well as participate in the annual (internal) CP/safeguarding updates. Additional online training is undertaken as advised by the GSCB.

#### **Raising Awareness and encouraging ongoing vigilance:**

- The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads should ensure the safeguarding policy and associated policies and procedures are known by all staff and used appropriately.
- Ensure that, working with the Governing Body, the schools safeguarding policy is reviewed annually and that the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made.
- Link with the local GSCB to make sure staff are aware of training opportunities and the latest local policies and guidance on safeguarding.
- Where students leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file.

- Organising child protection induction, and update training, for all school staff within the requisite timescales.
- Providing, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSLs, and by all staff and management committee members; number and type of incidents/cases, and number of students on the child protection register (anonymised).

## **2. The Governing Body**

Governing Bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The nominated governing body member for child protection is: Mrs N Rolls.

The responsibilities placed on governing bodies include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of students are identified.
- Ensuring that an effective safeguarding policy is in place, together with a staff behaviour policy.
- Appointing a designated safeguarding lead who should undergo child protection training at least annually. (Deputy Designated Safeguarding Leads should be trained to the same standard).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Making sure that students are taught about how to keep themselves safe.

Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of students, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.

## **3. Prevention and Supporting Students**

We recognise that our school plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults and an ethos of protection. Archway staff and the Governing Body also recognise that because of the day to day contact with students, staff are well placed to observe the outward signs of abuse or other issues impacting a student (e.g. self-harm, low self-esteem, low mood). The school community will therefore:

- Work to establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with students e.g. through the school council, student questionnaires and involvement in anti-bullying week and other such events.
- Ensure that all students know there is an adult in school whom they can approach if they are worried or in difficulty.
- Provide opportunities across the curriculum, including in the curriculum (explicit SMSC/PSHE/SRE topics), which equip students with the skills they need to stay safe from harm and know whom they should turn to for help (e.g. telephone helplines). In particular this will include anti-bullying work, e- safety, and child exploitation.
- Include opportunities in the curriculum to prepare for public exams and transitions. These can be a time of great anxiety so considering additional emotional support for young people is important (offer of early help) to keep students safe. Encouraging self-esteem and assertiveness through the curriculum whilst not condoning aggression or bullying.
- Liaising and working with all other services and agencies involved in safeguarding or supporting students where appropriate.

- Seeking early help for young people when concerns become apparent or notifying social care (via the Children's Helpdesk) as soon as there is a significant concern.

#### **Archway's context and prevention:**

Our pastoral team are always on hand to listen to students who appear low in mood or ask for help. The students are all aware of the role which the Student Support team play and can speak with them as need requires.

Staff also recognise that students who have been abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Archway may be the only stable, secure and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum.
- The School ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school Behaviour for Learning Policy which is aimed at supporting all students including vulnerable students in the school. School will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as social care, Children and Young People Service (CYPS, formerly CAMHS), Families First Team, Education, Entitlement and Inclusion Team (EEI Team) and Educational Psychology Service.
- Ensuring that, where a student who has a child protection plan leaves, their information is transferred to the new school immediately and that the student's social worker is informed.

#### **4. Safe School, Safe Staff (GSCB guidance)**

- Archway follows the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Education to:
- Ensure we have a Designated Safeguarding Lead (DSL) and DDSLs (Deputy Designated Safeguarding Leads) who have received appropriate training and support for this role and a job description for their role in place.
- Ensure we have a designated teacher for CIC (Children in Care) and that this person is appropriately trained.
- Ensure we have a nominated Governing Body member responsible for child protection who has received appropriate training.
- Ensure we have a nominated member of the Governing Body who is responsible for CIC (Children in Care)
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governors know the name of the designated senior staff responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection (or taking immediate action if appropriate).
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on our school website.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a student who has a Child Protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.

- Keep written records of concerns about students, even where there is no need to refer the matter immediately.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- Ensure that all staff have read and understood this policy and part 1 and Annex A (Further Information) of Keeping Children Safe in Education (2018).

**Training to support this:**

- All staff will have at least annual training on safeguarding and child protection updates through INSET days and whole school meetings. All staff will receive mandatory whole-service safeguarding children training (every 3 years as advised by Gloucestershire Safeguarding Children Board), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.
- The Designated Safeguarding Lead delivers an annual update to all staff on safeguarding and child protection matters.
- Additional training opportunities are offered as the opportunities arise.
- Safeguarding and child protection matters are an agenda item for the Welfare & Discipline Governors' Committee meetings, SLT meetings and whole staff meetings to ensure ongoing informal training, support and discussion occurs keeping the profile raised on safeguarding matters.
- All new staff receive safeguarding induction training within their first 7 days.
- All temporary staff, volunteers or agency staff receive a School safeguarding quick reference guide on day 1. They are also given access to a copy of this child protection policy and procedures as well as the staff code of conduct on day 1.
- The Head teacher receives e-mails alerts from GCSB and if/when appropriate these are shared with staff at the earliest opportunity.

**5. Responsibilities of all Staff**

a) All members of staff (and volunteers) must be familiar with, and constantly mindful of, the content of the following documents:

- The school safeguarding policy and procedures (this document)
- 'Keeping Children Safe in Education: information for all school and college staff' (DfE 2018)
- 'Guidance for safer working practice for adults who work with children and young people'

The above documents are given to staff and volunteers on induction and staff sign to say that they have read and received them. Other useful information, including the Safeguarding Children Handbook published by the Gloucestershire Safeguarding Children's Board (GSCB), can be found online at [www.gscb.org.uk](http://www.gscb.org.uk). Staff should be aware of this website.

At Archway we all work together and all take responsibility for safeguarding. The designated senior staff for safeguarding are as in Section 3 of this policy.

- b) All staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the students in the school. In doing so they should seek advice and support as necessary from the DSL/DDSL's and other senior staff members.
- c) All Staff are expected to provide a safe and caring environment in which students can develop the confidence to voice ideas, feelings and opinions. Students should be treated with respect within a framework of agreed and understood behaviour.

**All staff are also expected to:**

- Undertake and engage with regular training on Child Protection and safeguarding. This includes safeguarding induction training, GSCB whole service child protection training every three years, annual safeguarding update training and online training as well as any additional training as directed by the Head Teacher or DSL.
- Be able to identify signs and symptoms of abuse
- Be able to identify students who may be in need of extra help or at risk of significant harm.
- Be able to support social workers in making decisions.
- Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Lead or other senior staff members as appropriate. In the case of any concerns about the Head/DSL this should be reported to Mrs N Rolls (nominated safeguarding champion on the governing body).
- In the case of FGM (Female Genital Mutilation) a member of staff must personally report to the police a disclosure that FGM has been carried out (in addition to liaising with the DSL).
- Know how to make referrals to the children's helpdesk (if/when appropriate)
- Be aware of school's procedures and guidelines for safeguarding.
- Monitor and report as required on the welfare, attendance and progress of all students.
- Keep clear, dated, factual and confidential records of child protection concerns and share these with the DSL/DDSLs.
- Respond appropriately to disclosures from students (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

**6. The Child Protection Referral Process**

Details of GSCB website and the Gloucestershire referral process can be found in the live handbook through the website (in the safeguarding children in education section') and found in the safeguarding file on "staff shared".

The GSCB (Gloucestershire Safeguarding Children's Board) website sets out all of the child protection referral processes and also all of the relevant forms. This is a live website and is regularly updated so should not be printed ([www.gscb.org.uk](http://www.gscb.org.uk)).

If a member of staff thinks a child or young person is at immediate risk of significant harm they should contact the Children's Helpdesk on: 01452 426565 or in an emergency always call 999. Do not wait to discuss this with the DSL/DDSL but do report it afterwards.

**In general the following process applies:**

1. A member of staff should raise any concern with their line-manager or one of the DSLs or DDSLs verbally.  
The concern form should be completed (See appendix 4) possible next steps discussed.
2. The DSL/DDSL may discuss concerns in principle with a social worker or social work manager and receive advice about whether a referral is appropriate to the children's helpdesk or social care or whether there are alternative ways of addressing their concerns. The DSL/DDSL should refer to the levels of intervention guidance on the GSCB website and also the Levels of intervention windscreen also on the website.
3. a) In the case of where a member of staff thinks a child or young person is at immediate risk of significant harm they should always contact the children's helpdesk on 01452 426565 or in an emergency always call 999.  
b) In some cases the concern will be logged but no further action taken at the time.  
The DSL/DDSL will ensure there is a 'watching brief' to make sure that no further concerns arise. Any further concerns will be discussed and this process followed again from the beginning.

- c) For some concerns an offer of 'early help' might be made to the family or young person to assist in making sure the issue or concern doesn't grow any greater.
  - d) It may be decided that a referral to social care or the children's helpdesk is appropriate.
4. Staff should then discuss concerns with parents/carers of the child and explain what steps they will take next (if this does not put the child at further risk or affect a police investigation).
- 5.
- a) If a referral is made to the children's helpdesk basic information is given. School will then be asked to complete a MARF (Multi Agency Referral Form). This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken.
  - b) In the case of a referral direct to social care a MARF should also be completed. If accepted the referral will lead to an Initial Assessment to determine whether there is suspected actual harm or likely significant harm. The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 10 days of referral):
    - Child in need of services (section 17) Section 17 services are required when there are health or development concerns. These are determined through a core assessment and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.
    - Child in need of Protection. A Section 47 enquiry is required when it is judged there is suspected actual harm or likely significant harm to the child - the case is then passed onto the Children and Families Team. A core assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.

### **Supporting Staff**

We recognise that staff working in 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.

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

### **7. Confidentiality**

What is shared or not shared and in which circumstances:

- All staff recognise that all matters relating to child protection are confidential.
- Child protection concerns and records are kept in a confidential file in a locked cupboard.
- The DSL or DDSLs will only disclose information about a child to other members of staff or other professionals on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the student's or another person's safety or wellbeing.
- We will always undertake to share our intention to refer a student to Social Care with their parents /carers unless to do so could put the student at greater risk of harm, or impede a criminal investigation.
- We will ensure that any student currently with a child protection plan who is absent from lessons without explanation for two days is referred to their Social Care Team.
- Staff will co-operate as required with enquiries from relevant agencies regarding child protection matters including attending at child protection conferences and core group meetings.

## **8. Multi-agency Working**

Archway is committed to developing effective partnership working with relevant agencies in the best interest of students. Effective multi-agency working and communication helps to safeguard young people.

### **Children on Child Protection Plans**

We fully support students, and families, who have a child protection plan in place. Archway has good links with outside agencies involved with families and co-operate as required by them. The DSL, or appropriate member of staff, attends child protection conferences and core groups. School will notify the relevant social worker if there is an unexplained absence of more than two days of a student who has a child protection plan.

**Children in Care (CIC)** in response to the views of Gloucestershire Children in Care they are no longer called LAC (Looked after Children). All documentation is being changed to Children in Care across the county. Staff, working with Children in Care, understand their responsibility for keeping CIC safe; the care arrangements for the student and the role of the virtual school. CIC champion (Mr J Young) will make contact with the virtual school each time we have a Child in Care referred to the service.

## **9. Safer Recruitment and Safer Working Practices**

### **Safer Recruitment**

Safer recruitment is a vital aspect of child protection. Wherever possible references are taken up before interviews and safer recruitment practice is followed in full. In line with government guidance at least one NCSL accredited recruiter is on all interview panels and involved in the complete selection process. No member of staff or volunteer in a regulated activity will be left alone with students until the DBS check has been completed.

### **Safer Working Practices**

The guidance for safer working practice for adults who work with students and young people in education settings can be found on the GSCB website in the safeguarding in education section. A copy is given to all members of staff who sign to say they have read it. NSPCC also complete Safer Recruitment Training.

Accredited recruiters

- Mr C Belford
- Mrs K Young
- Mr D Salmon
- Miss R O'Bryan
- Mrs H Morgan

## **10. Allegations Against Staff / Whistle-blowing / Allegations Management**

All staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students or parents to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a student, parent or other professional may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with students, the member of staff receiving the allegation or aware of the information, will immediately inform the Head teacher. The Head on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). If the allegation made to a member of staff concerns the Head Teacher the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO as above, without notifying the Head first. Archway will follow the GSCB procedures for managing allegations against

staff. Under no circumstances will we send a student home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO. Suspension of the member of staff, excluding the Head, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice of the LADO and HR in making this decision. In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governing Body with advice from HR and LADO.

### **Whistle-blowing**

Archway has as a separate whistle-blowing policy which all members of staff are aware of. We all understand our duty to protect students and our responsibility to ensure unsuitable behaviour is reported and managed using the Allegations Management procedures. These can be found in the whistle-blowing policy and on the GCSB website stated at the top of this policy.

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

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body – Miss A Delrosa or to the GSCB helpline.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. 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](mailto:help@nspcc.org.uk)

## **11. Related Policies and Specific Safeguarding Issues**

Safeguarding and child protection is at the core of all that we do in Archway and therefore relates to all policies. There are particularly important links between this child protection policy and the safer recruitment policy, staff handbook, whistle-blowing policy, anti-bullying policy, Health and Safety policy, staff ICT acceptable use policy, Offsite Visits Policy, Data Protection Policy and the PSHE / SMSC curriculum.

### **Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our students both physically within the school environment, and when away from the school and when undertaking trips and visits.

### **Anti-Bullying (including cyber-bullying)**

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

### **Racist Incidents**

Archway School works proactively to prevent such incidents, records any such incidents and responds to them through our Behaviour for learning policy.

## 12. School Trips, Visits and Journeys

Archway has formally adopted, through its Governing Body, the Gloucestershire model policy for Offsite Visits. Safeguarding is a critical part of all offsite visits and journeys. Governing Body has delegated the consideration and approval of offsite visits and activities to Mr J Young (Assistant Headteacher).

Staff must discuss any potential off-site visit plans with Mr J Young on all occasions. No trips or visits will go ahead without all of the correct paperwork, procedures and arrangements being in place and approved by Mr Young. Please refer to the Offsite Visits Policy for full details.

## 13. Specific Safeguarding Issues and Archway Offer of Early Help

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school. Within Gloucestershire the Early Help Partnership is co-ordinated by Families First Plus but all organisations working with children and young people should view themselves as part of the Early Help Partnership.

The co-ordinated Archway offer of early help is outlined in the table below. We believe that early interventions for students or families, in many cases, will prevent students from experiencing harm. Archway offer a number of early preventative measures. In particular we have a counsellor, school nurse, Education Welfare Officer and Learning mentors who are able to work with students or families who are struggling with a range of difficulties or sign-post them on to other appropriate agencies or organisations.

Expert and professional organisations are best placed to provide up-to-date guidance support and intervention on specific safeguarding issues when and if they arise. School will refer to appropriate agencies when help is required to support children, young people or families or to prevent harm.

All staff must be aware of the offer of early help. At all times all staff should consider if there is any offer of early help that we can make in order to help a student thrive. The GCSB 'continuum of need' windscreen is an important diagram to keep in mind for all students.

<http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols> (select 'levels of intervention'). A copy of the GSCB 'continuum of need' windscreen is in Appendix 5.

Our aim is to help students and families as early as possible when issues arise: 'the right help at the right time to stop any issues getting worse'. Early help is an approach not necessarily an action. It includes prevention education as well as intervention where necessary or appropriate. In some cases immediate urgent action might be necessary if a child or young person is at risk of immediate harm.

Archway Offer of Early Help	
Universal source of help for all families in Gloucestershire: <b>Gloucestershire Family Information Service (FIS)</b>	Gloucestershire Family Information Service (FIS) advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families. They can help link parents up with other organisations that might be able to help or provide the information themselves e.g. parents could ask them about holiday clubs for your children across Gloucestershire.  Contact the FIS by emailing: <a href="mailto:familyinfo@gloucestershire.gov.uk">familyinfo@gloucestershire.gov.uk</a>

	<p>or telephone: (0800) 542 0202 or (01452) 427362. FIS also have a website which has a wealth of information to support many issues such as childcare and support for children with disabilities.</p> <p><a href="http://www.glofamilies.org">www.glofamilies.org</a></p>
GSCB (Gloucestershire Safeguarding Children's Board) website	<p><a href="http://www.gscb.org.uk">http://www.gscb.org.uk</a></p> <p>Important information for <b>parents</b> and <b>professionals</b> across Gloucestershire in relation to keeping children safe and avenues of support including early help options.</p>
Archway universal support for all students and families	<p>All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or sign-post parents/other professionals in the right direction. Parents can either telephone or talk directly with the staff.</p>
Archway's PSHE/SRE/SMSC/ICT/Citizenship Curriculum	<p><i>Archway provides PSHE (Personal Social Health Education), SRE (Sex and Relationships Education) and SMSC (Spiritual Moral Social and Cultural) Education through a range of subject areas including SPACE, Religious Studies, Science and assemblies/tutor times. This comprehensive GHES Wellbeing curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Where students have specific issues that need discussing or addressing we will make their wellbeing curriculum bespoke to them. Other specific topics helping students stay safe covered within the wellbeing curriculum include(age appropriate content):</i></p> <p><b>Gender, identity and tolerance:</b> preventing homophobic and transphobic bullying; preventing bullying of students from different types of families (e.g. same sex parents); avoiding anti-gay derogatory language; Gender identity - there isn't such a thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions or no religion.</p> <p><b>Drugs:</b> Alcohol, Smoking and illegal drugs.</p> <p><b>Keeping Safe and online safety:</b> E-safety (e.g. Facebook and internet); personal safety (out and about); How to respond to an emergency; Sexting - what is it, is it illegal and how to take control and stay safe. Appropriate assertiveness. How to stay safe from radicalisation and extremism, staying safe from teenage relationship abuse and other safeguarding issues.</p> <p><b>Emotional well-being:</b> Where to go for help if you, your friend or family member is struggling with emotional well-being/ mental health problems? What are the signs someone is struggling? What makes you feel good; How to look after you own emotional well-being; Personal strength and self- esteem; Stress management; Self harm and suicide prevention. Learning to be happy!</p> <p><b>Relationships:</b> How to make and maintain friendship; family</p>

	<p>relationships; different types of families; abusive relationships</p> <p><b>Healthy Living:</b> Taking responsibility for managing your own health.</p> <p><b>Importance of sleep:</b> The main components of healthy living (diet, exercise and wellbeing); Focus on breakfast; Managing health and wellbeing when you are unwell (making sure you take your medicine when you should, have the right perspective, doing what you can do within the limitations of your health condition.)</p>
Home-school support	All of our Early Help is offered in partnership with parents/carers.
E-safety (Online Safety)	E-safety is a key part of the ongoing (SPACE/ICT) curriculum. PACE (Parents Against Child Exploitation) UK is a useful website to engage parents with e-safety issues. <a href="http://www.paceuk.info">www.paceuk.info</a>
Bullying (including cyber-bullying)/child death/suicide/prevention	All Gloucestershire schools including Archway are committed to tackling bullying. We want to know immediately if there are any issues with bullying at school so that it can be addressed. It could be that bullying is related to a child's home or school. School can also offer bespoke lessons on anti-bullying for anyone who has suffered bullying to encourage behaviours that might avert it in the future (e.g. assertiveness) or to boost self-esteem. We have access to a series of teaching resources produced by the Gloucestershire healthy living and Learning Team ( <a href="http://www.ghll.org.uk">www.ghll.org.uk</a> ) to support this. In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999. Other sources of help and advice are: <a href="http://www.gscb.org.uk">www.gscb.org.uk</a> (Gloucestershire Safeguarding Children's Board) and <a href="http://www.bullying.co.uk/">http://www.bullying.co.uk/</a> Gloucestershire Healthy Living and Learning team provide alerts and resources in relation to supporting young people being bullied. Education about and prevention of bullying is an integral part of the ethos of Archway School.
Children or young people with multiple needs (vulnerable) or multiple needs (complex) requiring multi-agency input or assessment	<p>Within Gloucestershire, Targeted Support Teams provide multi-agency support for children and families. A phone call to discuss a possible referral is helpful before making written referral. School actively refer when appropriate:</p> <p>Families First Team:  Gloucester: <a href="mailto:gloucesterearlyhelp@gloucestershire.gov.uk">gloucesterearlyhelp@gloucestershire.gov.uk</a>  Tel: 01452 328076  Stroud: <a href="mailto:stroudearlyhelp@gloucestershire.gov.uk">stroudearlyhelp@gloucestershire.gov.uk</a>  Tel: 01452 328130  Tewkesbury: <a href="mailto:tewkesburyearlyhelp@gloucestershire.gov.uk">tewkesburyearlyhelp@gloucestershire.gov.uk</a>  Tel: 01452 328 250;  Cotswold: <a href="mailto:cotswoldearlyhelp@gloucestershire.gov.uk">cotswoldearlyhelp@gloucestershire.gov.uk</a>  Tel: 01452 328101;  Forest of Dean: <a href="mailto:forestofdeanearlyhelp@gloucestershire.gov.uk">forestofdeanearlyhelp@gloucestershire.gov.uk</a>  Tel: 01452 328048;  Cheltenham: <a href="mailto:cheltenhamearlyhelp@gloucestershire.gov.uk">cheltenhamearlyhelp@gloucestershire.gov.uk</a>  Tel: 01452 328161.</p> <p>These teams are made up of the following professionals Early</p>

	<p>Help co-ordinators; Community Lead Professional – disabled and young people; Inclusion Co-ordinator; Community Social Worker; Family Support Workers. They all work together from one base so that they can recognise and respond to local needs and act as a focal point for co-ordinating support for vulnerable children, young people and their families.</p> <p>Support provided includes: Support for school and community based lead professionals working with children and families through the My Plan/My Plan + process; Collaboration with social care referrals that do not meet their thresholds, to co-ordinate support within the community; Work in partnership to support children with special educational needs in school; Advice and guidance from a social work perspective on a 'discussion in principle basis' ; Support children with disabilities and their families to access activities and meet specific needs; Advice and guidance to lead professionals and the provision of high quality parenting and family support services to families.</p> <p><b><u>Youth Support Team (YST) (also part of the Early Help Partnership)</u></b></p> <p>The Youth Support Team provide a range of services for vulnerable young people aged between 11 - 19 (and up to 25 for young people with special needs), including:</p> <ul style="list-style-type: none"> <li>• Youth offending</li> <li>• Looked after children</li> <li>• Care leaver's support services (for those aged 16+)</li> <li>• Early intervention and prevention service for 11 - 19 year olds</li> <li>• Support for young people with learning difficulties and/or disabilities</li> <li>• Positive activities for young people with disabilities</li> <li>• Support with housing and homelessness</li> <li>• Help and support to tackle substance misuse problems and other health issues</li> <li>• Support into education, training and employment</li> <li>• Support for teenage parents</li> </ul> <p><b>For General Enquiries:</b> T: 01452 426900 E: <a href="mailto:info.glos@prospects.co.uk">info.glos@prospects.co.uk</a></p> <p><b>To make a referral:</b> T: 01452 427923 E: <a href="mailto:fasttrackteam@prospects.co.uk">fasttrackteam@prospects.co.uk</a></p>
Drug concerns	<p><a href="http://www.infobuzz.co.uk">www.infobuzz.co.uk</a>: InfoBuzz provides individual targeted support around drugs &amp; emotional health issues, development of personal &amp; social skills, and information &amp; support around substance misuse. Drugs education is covered in the school curriculum.</p>
<p>Mental health concerns</p> <p>* Please note that in Gloucestershire CYPS (Children and Young People's Services) replaced CAMHS (Child</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.onyourmindglos.nhs.uk">www.onyourmindglos.nhs.uk</a> – a newly launched website by Gloucestershire as part of the Future in Mind Programme. This website is useful for young people, parents and professionals in terms of help with mental health issues and where to go for help.</li> <li>• Referral to the school nurse may be appropriate.</li> <li>• Referral to CYPS (Gloucestershire's mental health services)</li> </ul>

<p>and Adolescent Mental Health Services)</p>	<p>via our own Primary Mental Health Consultant or the students GP.</p> <ul style="list-style-type: none"> <li>For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). In an emergency call 999 or 111.</li> </ul> <p><b>CYPS* Practitioner advice line (for professionals to call)</b>  <b>tel:01452 894272</b></p>
<p>Child Sexual exploitation (CSE)</p> <p><i>Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol or gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation is marked out by an imbalance of power in a relationship. It can take many forms ranging from seemingly ‘consensual’ relationships to serious organised crime by gangs and groups.</i></p>	<p><b>CSE screening tool</b> (can be located on the GSCB website): <a href="http://www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols">www.gscb.org.uk/article/113294/Gloucestershire-procedures-and-protocols</a>. This should be completed if CSE suspected. Clear information about Warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are at <a href="http://www.gscb.org.uk">www.gscb.org.uk</a> Referrals should be made to Gloucestershire social care and the Gloucestershire Police.</p> <p><b>Gloucestershire Police CSE Team:</b>  The CSE team sits within the Public Protection Bureau Single agency team (Police)  01242 276846</p> <p>All referrals to go to the Central Referral Unit 01242 247999</p> <p><b>Further information:</b> National Working Group (Network tackling Child Sexual Exploitation) <a href="http://www.nationalworkinggroup.org">www.nationalworkinggroup.org</a> and PACE UK (Parents Against Child Sexual Exploitation) <a href="http://www.paceuk.info">www.paceuk.info</a></p>
<p>Domestic violence</p>	<p>The GSCB (Gloucestershire Safeguarding Children’s board) have published a Domestic Abuse pathway for educational settings which is on the GSCB website. If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship then the usual procedures should be followed and a referral made to the children’s helpdesk (tel: 01452 426565). The response will vary according to the age of the young person so that the appropriate agencies are involved.</p> <p><b>Gloucestershire Domestic Abuse Support Service (GDASS)</b> <a href="http://www.gdass.org.uk">www.gdass.org.uk</a>  <b>MARAC Gloucestershire Constabulary:</b> Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court Programme, and information will be shared between the MARAC and the Courts, in high and very high risk cases, as part of the process of risk management.</p>
<p>Teenage relationship abuse</p>	<p>Please see comment about the Domestic abuse pathway for educational settings above (in domestic violence section). <a href="http://www.gov.uk">www.gov.uk</a> for Home Office ‘teachers guide to violence</p>

	<p><b>and abuse in teenage relationships.’</b> All violence or suspected violence should be reported the police and/or social care as appropriate. GDASS (Gloucestershire Domestic Abuse Support Service) can be referred to for support including:</p> <ul style="list-style-type: none"> <li>• Young person’s GDASS leaflet.</li> <li>• Lead GHLL Teacher for advice and support with curriculum resources (tel: 01452 427208)</li> <li>• Gloucestershire Take a Stand – <a href="http://www.glostakeastand.com">www.glostakeastand.com</a></li> <li>• Holly Gazzard Trust (local charity) – support worker.</li> </ul> <p><b>Prevention:</b> Resources used in the L4L and the <a href="http://www.ghll.org">www.ghll.org</a> (PINK Curriculum), with students are the ‘Teenage Relationship Abuse’ and ‘Give and Get’ (about consent) curriculum resources.</p>
Fabricated and induced illness (FII)	<p><a href="http://www.nhs.uk/Conditions/Fabricated-or-induced-illness">http://www.nhs.uk/Conditions/Fabricated-or-induced-illness</a> for information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy.</p>
Faith abuse	<p><a href="http://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a> for copy of DfE document ‘<b>national action plan to tackle child abuse linked to faith or belief.</b>’ Judith Knight; Diocese of Gloucester Head of Safeguarding/faith abuse contact: <a href="mailto:jknight@glosdioc.org.uk">jknight@glosdioc.org.uk</a>. For other faith groups contact Jane Bee (GCC LADO).</p>
Female genital mutilation (FGM)	<p><a href="http://www.nhs.uk/Conditions/female-genital-mutilation">http://www.nhs.uk/Conditions/female-genital-mutilation</a> for NHS information and signs of FGM. Any suspicion of FGM should be referred to the Police and social care. E-learning package- <a href="http://www.fgmelearning.co.uk/">http://www.fgmelearning.co.uk/</a> for interested staff or professionals (free home office e-learning) Posters/leaflets on FGM shared with staff and students.</p>
Forced marriage	<p><b>SPOC (Single Point of Contact) for Forced Marriage in Gloucestershire is Acting DI Jo Mercurio (Gloucestershire Constabulary, Public Protection Bureau).</b></p> <p><b>UK Forced Marriage Unit</b> <a href="mailto:fm@fco.gov.uk">fm@fco.gov.uk</a> Telephone: 020 7008 0151 Call 999 (police) in an emergency.</p> <p><a href="http://www.gov.uk/stop-forced-marriage">www.gov.uk/stop-forced-marriage</a> for information on Forced Marriage. Visit Home Office website to undertake Forced Marriage e-learning package <a href="https://www.gov.uk/forced-marriage">https://www.gov.uk/forced-marriage</a>. GSCB one day Awareness training delivered by Infobuzz <a href="http://www.gscb.org.uk">www.gscb.org.uk</a> Please see ‘Multi-Agency Practice Guidelines- Handling cases of Forced Marriage’ for more information and detail: <a href="https://www.gov.uk/forcedmarriage">https://www.gov.uk/forcedmarriage</a>. <i>All practitioners must be aware of this, that is they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across forced marriage cases. If the victim is allowed to walk out of the door</i></p>

	<p><i>without support being offered, that one chance might be wasted.</i></p> <p><b>Prevention</b> Freedom Charity- Aneeta Prem '<b>But it's not fair</b>' <b>book</b>. A book for teenagers looking at forced marriage from the point of view of school friends of the girl who went to India and didn't come back. This book promotes discussion.</p>
Gangs and youth violence	<p>Contact the Avenger Task Force/Inspector Neil Smith (Gloucestershire Police tel: 101). A task force set up to identify potential gang members as vulnerable individuals and potential victims and aims to help them.</p> <p>Prevention: PSHE curriculum – self-esteem &amp; identity, law &amp; order and considering impact of violence on communities.</p>
Gender-based violence/violence against women and girls (WAWG)	<p><a href="http://www.gov.uk">www.gov.uk</a> – home office policy document, 'Ending violence against women and girls in the UK' (June 2014). FGM (Female Genital Mutilation) is violence against women and girls. Hope House SARC (Sexual Assault Referral Centre): 01452 754390 Gloucestershire Rape and Sexual Abuse Centre (GRASAC): 01452 526770</p>
Honour based violence (HBV)	<p>The police have made it a high priority to help communities fight back to tackle both honour based violence and hate crime. The 'Honour Network Help line': 0800 5 999 247</p> <p><b>Inspector John Lynch-Warden is the Gloucestershire Police contact for honour based violence.</b></p>
Private fostering	<p><a href="http://www.gloucestershire.gov.uk/privatefostering">http://www.gloucestershire.gov.uk/privatefostering</a></p> <p>Gloucestershire County council website information on private fostering. Refer to Gloucestershire Children &amp; Families Helpdesk on <b>01452 426565</b> or Gloucestershire Private Fostering Social Worker <b>01452 427874</b>.</p> <p>A private fostering arrangement is essentially one that is made without the involvement of a local authority. Private fostering is defined in the Children Act 1989 and occurs when a child or young person under the age of 16 (under 18 if disabled) is cared for and provided with accommodation, for <b>28 days or more, by someone who is not their parent, guardian or a close relative.</b> (Close relatives are defined as; step-parents, siblings, brothers or sisters of parents or grandparents).</p>
Radicalisation	<p><b>Gloucestershire Constabulary:</b> 101 and Jane Bee (LADO)</p> <p><b>Anti-Terrorist Hotline:</b> 0800 789321</p> <p>See Appendix 2 for further information on radicalisation.</p> <p>Prevention: Archway teaches traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs. All teachers recently undertook on-line prevent training.</p>
Sexting	<p>Information about Sexting can be found at <a href="http://www.gscb.org.uk">www.gscb.org.uk</a> including a '<b>Managing Sexting incidents</b>' factsheet.</p> <p><a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting</a> (NSPCC website).</p> <p>Gloucestershire Police have a small sexual exploitation team.</p> <p><b>Contact Sgt Nigel Hatton, Operational lead Detective Inspector Bob Heywood.</b></p> <p><b>Prevention: 'So you got naked online'</b> (sexting information leaflet</p>

	<p>produced for students by south west grid for learning). <i>Students informed that sexting is illegal but the police have stated that young people should be treated as victims in the first place and not usually face prosecution. The police's priority is those who profit from sexual images of young people not the victims. CEOPs training for all students, staff and offered to parents (19.10.16)</i></p>
Trafficking	<p>Serious crime which must be reported to Jane Bee (Gloucestershire LADO) and the Gloucestershire Police. Trafficking can include a young person being moved across the same street to a different address for the purpose of exploitation. It doesn't have to include people, children or young people being moved great distances. <i>See Appendix 2 for further information on Trafficking.</i></p>
Children who run away (missing persons/ missing children) / Child Missing from Home or Care	<p><b>PC Christina Pfister (Missing persons Coordinator Gloucestershire Police). Tel: 101 (Gloucestershire Police). GSCB Missing Children Protocol <a href="http://www.gsrb.org.uk">http://www.gsrb.org.uk</a>: Gloucestershire's protocol on partnership working when children and young people run away and go missing from home or care.</b></p> <p><u>ASTRA (Gloucestershire)</u>: The ASTRA (Alternative Solutions To Running Away) has the primary aim of reducing the incidence of persistent running away across Gloucestershire. The project provides support, advice and information to young people up to eighteen years old who have run away. This might be from a family home, foster home or from a residential unit. ASTRA provides support after the event to enable a young person to address the causes of running away. The ASTRA project offers young people help and the support required in order to find Alternative Solutions To Running Away. Freephone Telephone number: 0800-389-4992 EXCLUSIVELY for young people who have run away and have no money. All other callers are asked to use the 'ordinary' number ( tel: 01452 541599).</p>
CME (Children missing education)	<p><b>Anyone concerned that a child is missing education (CME) can make a referral to the Education Entitlement and Inclusion team (EEI) at Gloucestershire County Council. Tel: 01452 426960/427360.</b></p> <p><b>Children Missing Education (CME)</b> refers to 'any child of compulsory school age who is <b>not</b> registered at any formally approved education activity e.g. school, alternative provision, elective home education, <b>and</b> has been out of education provision for at least 4 weeks'. <b>CME</b> also includes those children who are <b>missing</b> (family whereabouts unknown), and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address <b>and either</b> has not taken up an allocated school place as expected, or has 10 or more days of continuous absence from school without explanation, or left school suddenly and the destination is unknown. <b>Anyone concerned that a child is missing education (CME) can make a referral to the Education Performance and Inclusion (EPI) team at Gloucestershire County Council. Tel: 01452 426960/427360.</b> It is the responsibility of the EPI team, on behalf of the Local Authority</p>
A child missing from education is a potential indicator of abuse or neglect. Keeping Children Safe in Education (July 2016) has further information on CME	

	<p>(LA), to: Collate information on all reported cases of CME of statutory school aged children in Gloucestershire maintained schools, academies, free schools, alternative provision academies and Alternative Provision Schools (APS). The EPI Team will also liaise with partner agencies and other LAs and schools across Britain to track students who may be missing education and ensure each child missing education is offered full time education within 2 weeks of the date the LA was informed.</p>
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**Other sources of help and information in Gloucestershire**

**Gloucestershire MAPPAs (Multi-Agency Public Protection Arrangements)** are a set of arrangements to manage the risk posed by the most serious sexual and violent offenders (MAPPAs-eligible offenders) under the provisions of sections 325 to 327B of the Criminal Justice Act 2003. They should be contacted without delay if there is any concern is reported about a serious sexual or violent offender. (Contact Bernie Kinsella – Chair of MAPPAs – detective chief superintendent – Gloucestershire Constabulary – Tel: 101)

**14. Conclusion**

Safeguarding children is an issue that has to be a priority that underpins all the work we do at Archway and as such will be reflected in all our documentation and any new policies and procedures that are agreed, as well as being reflected in our day to day practice.

## **APPENDIX 2 - Categories of Abuse and Indicators of Harm**

### **Categories of Abuse:**

1. Physical Abuse
2. Emotional Abuse (including Domestic Abuse)
3. Neglect
4. Sexual Abuse

### **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 / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Social Care

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

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

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about /to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.
- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household

### **PHYSICAL ABUSE**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Indicators in the child:**

#### **Bruising**

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- 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, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- 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
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechiae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- 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

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

### **Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

### **Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

### **Fabricated or Induced Illness**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact

- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

### **Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite. Children and young people who have dog bites should always be referred to the Multi Agency Safeguarding Hub for further investigation.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, 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.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

### **Scars**

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

### **Emotional/behavioural presentation**

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

### **Indicators in the parent**

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment

- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

#### **Indicators in the family/environment**

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

#### **EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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.

#### **Indicators in the child**

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child 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
- Over-reaction to mistakes
- Fear of new situations

- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

#### **Indicators in the parent**

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse

#### **Indicators of in the family/environment**

- Lack of support from family or social network
- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

#### **NEGLECT**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. 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, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Indicators in the child Physical presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury

- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

#### **Development**

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

#### **Emotional/behavioural presentation**

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

#### **Indicators in the parent**

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child .e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

#### **Indicators in the family/environment**

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

## **SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Indicators in the child:**

#### **Physical presentation**

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- 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

#### **Emotional/behavioural presentation**

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

#### **Indicators in the parents**

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

### **Indicators in the family/environment**

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
  
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

### **Sexual Abuse by Young People, Including Child on Child Sexual Violence and Sexual Harrassment**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding what 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, including child on child sexual violence and sexual harassment, the above information should be used only as a guide and Part 5 of Keeping Children Safe in Education 2018 consulted.

## **Child Sexual Exploitation**

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

Signs include:

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

## **Abuse and Neglect and Children with Special Educational Needs**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. It is important that all education recognise the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

## **APPENDIX 3 - Further Information on Current High-Profile Safeguarding Issues**

### **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. We should never attempt to intervene directly as a school or through a third party.

**Schools should involve the police straight away.**

### **Female Genital Mutilation (FGM) – signs of**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. FGM is sometimes known as ‘female genital cutting’ or ‘female circumcision.’ Communities tend to use local names referring to this practice, including ‘sunna’.

As of October 2015 Mandatory reporting is in place for FGM. There is a statutory duty placed on teachers, along with social workers and healthcare professionals to PERSONALLY report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have taken been carried out on a girl under 18 years old. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining students but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting applies. In addition report to the DSL.

### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

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

Belief that:

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

### **Is FGM legal?**

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

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony

- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra 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

A sign that may indicate a child has undergone FGM:

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

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

### **Further information on Trafficking**

Child trafficking is a form of child abuse where children are recruited and moved to be exploited, forced to work or sold. They are often subject to multiple forms of exploitation including: child sexual exploitation, benefit fraud, forced marriage, domestic servitude including cleaning, childcare and cooking, forced labour in agriculture or factories, criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Traffickers trick, force or persuade children to leave their homes and then move them to another location. Trafficked children are often controlled with violence and threats and may be kept captive, resulting in long lasting and devastating effects on their mental and physical health. It is not easy to identify trafficked children, but you may notice unusual behaviour or events that just don't add up. Both boys and girls are victims of trafficking. Trafficked children may be from the UK or have been moved from another country. Poverty, war or discrimination can put children more at risk of trafficking. Traffickers may promise children education or respectable work, or persuade parents that their child can have a better future in another place. It can be very difficult to identify a child who has been trafficked, as they are deliberately hidden and isolated. They may be scared, or they may not realise that they are a victim or are being abused. While there may not be any obvious signs of distress or harm, a trafficked child is at risk and may experience physical abuse, emotional abuse and/or neglect.

Many children are trafficked in to the UK from abroad, but children can also be trafficked from one part of the UK to another. Even a child being moved from one side of the street to a different address for a short period of time with the intent of exploitation would be identifiable as a trafficking crime. Any suspicion of trafficking must be reported to the LADO and the Police without delay.

## **Further information on Radicalisation (in line with the PREVENT DUTY)**

From 1st July 2015 specified authorities, including all schools are subject to the duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have **“due regard to the need to prevent people from being drawn into terrorism.”** This duty is known as the Prevent duty.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. To reduce the risk from terrorism we need not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of Prevent, part of CONTEST, the Government’s strategy for countering international terrorism. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The aim of Prevent is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions. Work to safeguard children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the Prevent strategy. Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement. Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

### **Indicators of vulnerability to radicalisation:**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff is able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration?
  - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and or personal crisis.

**Staff should be alert to any warning signs of radicalisation and hold an attitude of 'it could happen here.'**

### **Dealing with a Disclosure of Abuse**

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

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

- As soon as you can afterward, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

**Immediately afterwards**

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead (Assistant Head, Student Welfare and Guidance). If the child is at immediate risk you make the referral yourself.

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

**APPENDIX 4**

**Record of Concern Form**

<b>ARCHWAY RECORD OF STUDENT CONCERN</b>			
Child's Name :			
Child's DOB :			
Male/Female:	Ethnic Origin:	Disability Y/N:	Religion:
Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom – attach notes if necessary)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :			
Your signature :			
Your position in school :			
Date and time of this recording :			
Action and response of the DDSL/DSL:			
Signature: .....			
Date: .....			

