Pol3 – Child Protection & Safeguarding Policy

1. Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolio. The school's safeguarding arrangements are inspected by Ofsted under the judgements on the quality of leadership and management and also the impact of leadership and management on the personal development, behaviour and welfare of children and learners.

We recognise our moral and statutory responsibility to Safeguard and Promote the Welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Policy Principles:

- The school's responsibility to Safeguard and Promote the Welfare of Children is of paramount importance
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Children who are safe and feel safe are better equipped to learn
- This school is committed to Safeguarding and Promoting the Welfare of children and young people

And expects all staff and volunteers to share this commitment.

- Representatives of the whole school community of pupils, parents, staff, volunteers will therefore be involved in reviewing, shaping and developing the school's Safeguarding arrangements and child protection policy.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately Contact no: (**Children's Social Care Initial Contact Point: (01274) 437500**. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage.
- Pupils and staff involved in child protection issues will receive appropriate support. This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

Policy Aims:

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to Safeguarding and Child Protection to pupils, parents and other partners
- To contribute to the school's Safeguarding portfolio

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, Serious Crime Act (2015) (c.9) Part 5 Protection Of Children and Others. and in line with government publications: 'Working Together to Safeguard Children' July 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, Appendix 1 - 'Keeping Children Safe in Education' 2019. (Appendix 2-5 in Safer Recruitment Policy) Disqualification under the Childcare Act 2006 – Feb 2015 (please see appendix 6, in Safer Recruitment Policy. Safeguarding Children's Statement – 2016, (please see appendix 1, in Safer Recruitment Policy).

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

We recognise that all adults, including temporary staff[1] and volunteers, have a full and active part to play. in protecting our pupils from harm, and that the child's Welfare is our paramount concern. (please see Policy 29 Induction Policy/Policy 1, Health Safety, & Welfare Policy)

All staff believe that our school should provide a **Caring, Positive Safe and Stimulating** environment that promotes the Social, Physical and Moral development of the individual child. (See Policy no: 1 – Health, Safety & Welfare Policy. Also Policy no: 5- Behaviour Policy, Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of pupils, (Nov 2013) (Department For Education). Improving the Spiritual, Moral, Social and Cultural (SMSC) Development Of Pupils: Supplementary Information (Nov 2014)).

The Aims of this Policy are:

    1.3.1   To support the child's development in ways that will foster security, confidence and independence.

    1.3.2   To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

    1.3.3   To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)

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[1] Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc.

1.3.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.

1.3.5 To emphasise the need for good levels of communication between all members of staff.

1.3.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse. (Please see KCSIE – Statutory guidance for staff (2019)

1.3.7 Keeping Children Safe in Education Information for Staff

1.3.8 KCSIE – Keeping Children Safe In Education – Information for all Schools and College Staff. (September 2019).

1.3.9 Keeping Children Safe In Education - 2019 (Part 1) Policy no: 37 Safer Recruitment Policy.

1.3.10 Disqualification under the Childcare Act 2006 – (February 2015)

1.3.11 Safeguarding Children's Statement – (2016).

1.3.12 Refer to Working Together to Safeguard Children – (July 2018)

1.3.13 To develop and promote effective working relationships with other. Especially Police and Social Care

1.3.14 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity which will satisfy DBS and Safer Recruitment requirements

1.3.15 Documents confirming any educational and professional qualifications that are necessary for the post

1.3.16 A satisfactory DBS check/ (according to guidance)[2], and a central record is kept for audit. (Please see Policy no: 37 Safer Recruitment Policy), It is anticipated that all regular positions (whether voluntary or paid) will fall within the definition of 'Regulated Activity' and will therefore require an Enhanced DBS Check.

1.3.17 No vetting checks will be carried out for those who are one-off volunteers for School events or trips.

1.3.18 A check against the barred list will be undertaken on all staff, either within the DBS disclosure or separately.

1.3.19 The disclosure may be obtained either by asking the individual to apply for a new DBS Certificate or by them producing a DBS Certificate. Candidates must produce the original of their DBS Certificate, along with the required proofs of ID. This will be recorded and held in the candidates file.

1.3.20 If the DBS is delayed the Head Teacher may allow the member of staff on then following conditions. (Please see Safer Recruitment Policy)

2.0 - Safe School, Safe Staff

2.1 We will ensure that:

2.1.1 All members of the management understand and fulfil their responsibilities, namely to ensure that:

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[2] Guidance regarding CRB checks recently updated by the Protection of Freedoms Act 2012

- there is a Child Protection policy, together with a staff code of conduct policy)
- The school operates safer recruitment procedures by ensuring that the Named Person is involved directly during the recruitment process. (Please refer to Policy no: 37. Safer Recruitment Policy.
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- a senior leader is the Named Person for Child Safeguarding
- on appointment, the Named Person undertake training and also undertake a refresher course every two years
- all other staff have Safeguarding training updated as appropriate
- any weaknesses in Child Protection are remedied immediately
- the Proprietor will liaise with outside agencies with respect to Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
- the Proprietor considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal Social Health and Economic Education (PSHE) and other means

2.1.2 The Named Person for the Boys School for Child Protection is Mr Yusuf Mayat, and for the Girls School, Mrs Amina Mohammed.

2.1.3 The Head of HR will also complete Safer Recruitment Training (currently on-line on the DfE website) to be renewed every five years

2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.

2.1.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns

2.1.6 All other staff have child protection awareness training, this will be renewed every three years, to maintain their understanding of the signs and indicators of abuse.

2.1.7 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Community users organising activities for children are aware of the school's child protection guidelines and procedures.

2.1.8 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the **LADO**[3] for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)[4] for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantial allegation, in the case of a volunteer.

2.2 Our procedures will be reviewed as and when and issue arises but definitely on an annual basis.

2.3 The names of the designated members of staff for Child Protection, will be clearly advertised in the school. Also see the Child Protection Procedures Flow Chart. **(Please see appendix 4)**

2.4 Any referrals staff make of any cases of suspected abuse, the School Record of Concern Form would be filled**. (Please see appendix 5)**

2.5 All new members of staff have access to our Safeguarding Statement, and Child Protection Policy and Part 1 of KCSIE 2019, with the Named Persons' names clearly displayed, as part of their induction into the school.

2.6 The policy is available on School website, and upon request.

2.7 To inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. To also, notify the local authority, when a school is to delete a pupil from its register under any circumstances. This should be done as soon as the grounds for deletion are met. This is to comply with the changes made to the Safeguarding in Education document provided for Independent Schools.

(3.0) - Responsibilities.

3.1 The Named Persons are responsible for:

3 Referring a child if there are concerns about possible child abuse if in doubt - ACT, **Inform a Named Person for Child Protection. Who should then take then steps on the Child Protection Flow Chart. Please see attachment.**

3.1.1 Referrals should be made in writing, following an initial telephone call. Using the Child Protection Flow Chart – (Updated Sept 2016) Please see attached Appendix 6 (Common Referral Form) – Bradford Children's Social Care. 3 copies of the referral form should be made. 1 copy sent to Local Authority referral unit. 1 copy for School purposes, and the 3rd copy sent to Neil Haliwell (Principal of Education for Social Services) who is based in Margaret McMillan House. Alina Khan – Safeguarding Lead. Child Protection Initial Contact Point without delay **Tele: (01274) 437500. Out of hours Emergency Duty Team – Tele: 431010**

3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral. Any referrals made shall be kept separate from the child's curriculum file, and kept with the Named Person in her personal filing cabinet, under lock and key. These files can only be accessible to the Named Person not anyone else, if a record is kept manually.

3.1.3 Ensuring that all such records are kept confidential and secure and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.

3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.

3.1.5 Liaising with other agencies and professionals.

3.1.6 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

3.1.7 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.

3.1.8 Organising Child Protection Induction, and update training every 3 years for all school staff. (See Policy 29, Induction Policy).

3.1.9 Providing, with the Head Teacher, an annual report for the Proprietor, detailing any changes to the policy and procedures; training undertaken by the DCPO, and by all staff; number and type of incidents/cases, and number of children on the child protection register (anonymised)

4.0 – Supporting Children

4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.2 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

4.3 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

4.4 Promoting a caring, safe and positive environment within the school.

4.5 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.6 Notifying Social Care as soon as there is a significant concern.

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

5.0 - Confidentiality

5.1 We recognise that all matters relating to child protection are confidential.

5.2 The Named Person will disclose any information about a child to other members of staff on a need to know basis only.

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

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

5.4 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with LA on this point.

6.0 Supporting Staff

6.1   **We** recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

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

7.0   Allegations Against Staff

7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

7.2   All Staff should be aware of *LOCAL* Guidance on Behaviour Issues, and the school's own Behaviour Management policy.

7.3   Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[3]

We understand that a pupil may make an allegation against a member of staff.

7.4   If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher[4].

7.4.1   The Headteacher on all such occasions will discuss the content of the allegation with the **Local Authority Designated Officer (LADO)**

7.4.2   If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Proprietor who will consult as in 7.4 above, without notifying the Headteacher first.

7.4.3   The school will follow the *LOCAL* procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the **LADO.**

7.4.4   Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Proprietor in making this decision.

7.4.5   In the event of an allegation against the Headteacher, the decision to suspend will be made by the Proprietor with advice as in 7.7 above.

7.4.6   We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

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[3] Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website
[4] or Proprietor in the event of an allegation against the Headteacher. LADO (Local Authorities Designated Officer).

8.0 Whistle-blowing

8.0 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. The Named Person should be consulted immediately.

8.1 Whistle-blowing re the Headteacher should be made to the Proprietor whose contact details are readily available to staff.

9.0 Physical Intervention

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

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

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

9.4 We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.[5]

10.0 - Anti-Bullying

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

11.0 - Racist Incidents

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

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[5] 'Guidance on Safer Working Practices is available on the DfE website

12.0 – Prevention

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

12.2   The School Community will therefore, work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

      12.2.1   Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes

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

      12.2.3   Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work and E-Safety.

      12.2.4   Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

13.0 –Health & Safety

13.1 Our Health & Safety Policy is set out in a separate document, reflects the consideration we give to the protection of our children, both physically within the school environment, and for example in relation to internet use. And when away from the school and when undertaking school trips and visits.

14.0   Monitoring and Evaluation

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

- Proprietor visits to the school

- Management 'drop ins' and discussions with children and staff

- Pupil surveys and questionnaires

- Scrutiny of Attendance data

- Scrutiny of range of risk assessments

- Logs of bullying/racist/behaviour incidents for management and Proprietor to monitor

- Review of parental concerns and parent questionnaires

This Policy also refers to our policies listed below:

- *Behaviour,*
- *Staff Behaviour Policy / Code of Conduct*
- *Anti-bullying,*

- *Health & Safety*
- *Attendance,*
- *Curriculum*
- *PSHE*
- *Teaching and Learning*
- *First Aid*
- *Physical intervention*
- *E-Safety, (including staff use of mobile phones)*
- *Risk Assessment*
- *Safer Recruitment.*

Appendix one

Recognising Signs of Child Abuse

DEFINITIONS OF ABUSE – as cited in: Working Together To Safeguard Children (HM Government 2006, Chapter 1, P: 37-38)

Categories of Abuse:

- Physical Abuse – May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

- Emotional Abuse (including Domestic Abuse) – Is a persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may also involve conveying to children that they're worthless or unloved, inadequate. Or valued only in so far as they meet the needs of another person

- Sexual Abuse – Involves forcing or inciting a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact. They may include non-contact activities, such as involving children in looking at, or in the production of looking at sexual online images, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

- Neglect – Is a 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 (excluding the use of inadequate care givers)

    - Ensure access to the appropriate medical care or treatment

It may also include neglect of unresponsive to, a child's basic emotional needs.

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 Children's Services

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.

Recognising Physical Abuse/Peer-to-Peer Abuse

The following are often regarded as indicators of concern:

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

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

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

Burns and Scalds

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

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

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

Fractures

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

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

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Child Missing Education

If a student between Year to Year 11 leaves school but does not have a place at another school; complete a referral form as destination of child is unknown, and send the form to the CME department. Seek guidance from CME/Education Safeguarding team (01274 437043) in addition to completing the appropriate measures including home visits, phone calls etc. If a child stops attending school for ten days or more in form LA via referral form making relevant checks. Do not take child off roll until told otherwise from Bradford Education.

Recognising Signs of Sexual Abuse

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

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

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed

- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

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

Developmental Sexual Activity

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

Inappropriate Sexual Behaviour

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

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

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

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

- **Consent** – agreement including all the following:
    - Understanding that is proposed based on age, maturity, development level, functioning and experience
    - Knowledge of society's standards for what is being proposed
    - Awareness of potential consequences and alternatives
    - Assumption that agreements or disagreements will be respected equally
    - Voluntary decision
    - Mental competence

- **Coercion –** the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

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

Signs include:

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

Appendix two

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

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

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

Type 4 all other procedures that may include: pricking, piercing, incising, 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

Signs that may indicate a child has undergone FGM:

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

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**. It is a statutory duty on the teacher or staff member to notify the Police immediately if they are notified or become aware of FGM. They should also notify the school DSL.

Safeguarding Pupils who are vulnerable to extremism Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Olive Secondary School value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Olive Secondary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

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.

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.

Olive Secondary School seek to protect children and young people against the messages of all violent extremism.

The Proprietor and the Head Teacher will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum,

SEND policy, assembly policy, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC (Single Point of Contact) for our organisation is Mr Amjad M Mohammed.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead.

7. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues. (See appendix A)

Safeguarding Pupils who are vulnerable to exploitation, forced marriage, genital mutilation or trafficking

Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,

Our school works with and engages our families and communities to talk about such issues,

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary. Our school brings in experts and uses specialist material to support the work we do.

What we do when we are concerned

Where risk factors are present but there is no evidence of a particular risk then our Named Person advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The Named Person may well be the person who talks to and has

conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –

APPENDIX A

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.

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Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

- 1. Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- 2. Seek to provoke others to terrorist acts;
- 3. 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.

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

Indicators of vulnerability include:

5. Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society; Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from

their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

6. Personal Circumstances – migration; local community tensions; and events affecting the student / pupil'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 / pupil 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 / pupils 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.