

Jubilee House Christian School

Safeguarding Policy

Child Safeguarding Policy

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children April 2018 and Keeping Children Safe in Education September 2019. This policy applies to all pupils attending Jubilee House Christian School, including the pupils in the EYFS.

This policy was updated and adopted on: 03/09/2019. *It has been approved by the Governing Body and Senior Leadership Team.*

It is due for review on: 01/09/2020

This policy is available to parents on our website and on request at reception.
Other policies/ guidelines that may need to be taken into account are:

- *Anti-bullying and discrimination*
- *PSHE*
- *Drugs*
- *confidentiality*
- *behaviour and attendance*
- *special needs*
- *health and safety*
- *safer recruitment*
- *physical intervention*
- *E-safety*
- *Management of Allegations*
- *Intimate Care*
- *Touching*
- *Policy for the use of Mobile Phones and Cameras in Early Years and Foundation stage*
- *Whistleblowing policy*
- *Staff Conduct policy (Code of Conduct)*
- *Visitors policy*

Schools (including independent schools, non-maintained special schools, Academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and,
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

The Governing body and proprietor should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and through relationship education, sex and relationship education (SRE) and health education.

Working Together To Safeguard Children 2018 & Keeping Children Safe in Education 2019

Statutory duties that apply to schools

Jubilee House should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ensuring that school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018*. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to, for example, children subject to child protection plans and children looked after;
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements: Julie Cousins, Julie Saddler Forman and Conrad Carrolan.
- a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback;
- ensuring there are procedures in place to respond robustly to allegations, including those relating to children harming, or allegedly harming other children and allegations against staff and volunteers;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Authority Safeguarding Partners. (LASP)
- Responsibility is taken to ensure due regard for the LASP's threshold document.
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including recognising and responding to possible abuse or neglect. Designated leads' roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfill their child welfare and safeguarding responsibilities effectively: Julie Cousins, Conrad Carrolan and Julie Saddler Forman.
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children (Keeping Children Safe in Education) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check;
- school must keep a single central record of DBS checks and training undertaken (Keeping Children Safe in Education 2019) The record must cover the following people:
 - all staff (including supply staff) who work in the school
 - all others who work in regular contact with children in the school including volunteers
 - all members of the proprietary body.
- it is the school's responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in February 2015, entitled Disqualification Under the Childcare Act 2006 of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision. A person is automatically disqualified if they live in the same household as another person who is disqualified or in a household where a disqualified person is employed. The categories of

staff in nursery, primary or secondary school settings covered by regulation¹³ include staff who:

- work in the early years provision (including teaching staff and support staff working in school nursery and reception classes)
- work in later years provision for children who have not reached the age of eight, including before-school settings such as breakfast clubs and after-school provision
- are directly concerned with the management of such early or later years provision.
- The Governing Body are responsible for ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Staff in school should ensure that **all staff read at least part one of Keeping Children Safe in Education September 2019**. There should then be an ongoing programme of refresher training and updates to staff/volunteers about key safeguarding issues, e.g. information shared at the Designated Safeguarding Leads network meeting. Such updates should be at least annual;
- **Annex A of the policy should be made available to and read by all front line staff.**
- ensure there is an effective child safeguarding policy in place together with a staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff - including temporary staff and volunteers - on induction;
- all professionals should have regular reviews of their own practice to ensure they improve over time;
- the designated lead professional for safeguarding should maintain comprehensive records, which should be used to inform a review of the support and level of concern child's circumstances whenever new information arises;
- school has to be compliant with the requirements of the LASP in Nottingham and this includes engagement in the Serious Case Review process.

Contact details: email: info.nscp@nottsgov.uk

● phone: 01159 773935

● address: Nottinghamshire Safeguarding Children Partnership, County Hall, West Bridgford Nottingham, NG2 7QP;

- the Local Authority Safeguarding Partners require all schools to complete an annual safeguarding audit and be engaged in multi-agency processes and Serious Case Reviews (See Working Together to Safeguard Children 2018 (Chapter 2 p53), to be read in conjunction with DfE Keeping Children Safe in Education 2019);
- clear policies in line with those from the LASP for dealing with allegations against people who work with children, in either a paid or voluntary capacity. An allegation may relate to a person who works with children who has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children

In addition:

The Designated Officer is to be involved in the management and oversight of individual cases where there are allegations made against people who work with children. The Designated Officer will provide advice and guidance to schools, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, and are consistent with a thorough and fair process:

- any allegation should be reported immediately to the Headteacher or the Proprietor of the school. Where the allegation relates to the Headteacher or Proprietor it should be reported to the Designated Governors or equivalent. The Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if the school removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because of a concern that the person may pose a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on the school are set out below.

Schools and colleges

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

Introduction

At Jubilee House Christian School, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development. In delivering this ambition we will adhere to the principles set out in Nottingham's Family Support Strategy and Nottinghamshire Safeguarding Children Partnerships Policy, Procedures and Practice Guidance.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2018 and Keeping Children Safe in Education 2019. Jubilee House will always consider the best interests of the child and recognises that safeguarding is everyone's responsibility. With this in mind anyone is able to make a referral to children's social care.

The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- highlight the connection between the safeguarding Policy and the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with Children and Families Direct, the LASP and other agencies and, where appropriate with similar services in neighbouring authorities.

Responsibilities (Updated 3rd September 2019)

i. The governing body:

- has a trained link governor for safeguarding:
who will attend training/updates at least every three years and will also receive the regular safeguarding updates referred to above
named: **Julie Cousins 07742557577**
- will ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in

the event of allegations of abuse made against the Headteacher, the proprietor or member of governing body of the school.

- will ensure that the school has a child safeguarding policy, single central record, staff conduct policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with LASP.
- will ensure that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2019).
- has appointed 2 members of staff of the school or college's leadership team to the role of designated safeguarding lead and Early Years Safeguarding lead. These individuals are **Julie Saddler Forman 07702564261 Conrad Carrolan 01773 688100**
- will ensure the school/college keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
 - monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
 - recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
 - ensure that the child safeguarding policy is available to parents and children on request
 - will ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.
 - will ensure that the school has an adequate filtering system to keep children safe online
 - will ensure that any staff from other organisations who work with our students are suitable.

ii. **The Headteacher** will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- the policy will be updated annually, and be available publicly either via the school website or by other means.
- designated staff review policy when the LASP update their policies and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
- a single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, particularly where there are concerns regarding the potential for forced marriage or female genital mutilation.
- he/she undergoes child safeguarding training which is updated regularly, in line with advice from the LASP.
- a visitor's policy is in place that puts the safeguarding of pupils at the centre and is applied to all visitors irrespective of their status.

- All visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).
- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration.
- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the schools central record. They must then follow the procedures above e.g. sign into the visitors book and enter the premises via reception).

Allegations should be reported as follows:

Staff should refer all Safeguarding concerns about staff and volunteers to the Headteacher.

Allegations against staff (including the DSL) made to the Headteacher (without informing staff)

Allegations against the Headteacher should be made to the Chair of the Governors, (without informing the Headteacher)

Allegations against Governors to be made directly to the LADO (without informing the Governor).

Anyone can refer allegations directly to the LADO.

LADO – Helen Atherton 0115 8762302. (The LADO can provide advice and preside over investigations of any allegation or suspicion of abuse directed against anyone working at school.)

All allegations should be reported to the LADO immediately. In serious cases where a crime has been committed the police must also be informed.

Where a member of staff is asked to leave the school because of unsuitability to work with children (or if the member of staff leaves the school before this step would have been taken) a report must be sent promptly to the Disclosure and Barring Service.

If this has happened due to unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction for a relevant offence a referral must be made to the NCTL.

Where an allegation of serious harm or abuse by any person working at or looking after children on the premises or elsewhere or any other abuse on the premises a report must be made to Ofsted within 14 days.

iii. The trained designated leads for child safeguarding:

- 1 Julie Cousins**
- 2 Julie Saddler Forman**
- 3 Conrad Carrolan**

Early Years safeguarding Lead – **Julie Saddler Forman**

will:

- have their roles explicitly defined in their job descriptions
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- undergo updated child safeguarding training every two years.
- Liaise with relevant agencies in accordance with the LASP procedures when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staff's suitability to work with children, contact the Designated Officer (LADO)
- be able to access the contents of the LASP procedures and Personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'
- support staff to reflect on the information they hold about children and provide an alternative perspective on issues in order to promote a better understanding of what may or may not be concerning

Designated leads will ensure that:

- written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Common Assessment Framework (CAF) or Priority Families Assessment
- When there has been a report of sexual violence, the designated safeguarding lead or deputy should make an immediate risk and needs assessment. Where there has been a report of sexual harassment the need for a risk assessment should be considered on a case by case basis.
- Will ensure that the victim is supported and referral is made to the appropriate organisation for ongoing support for the victim and where appropriate the perpetrator.

- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Head teacher/designated leads
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- all absence letters are dated and clearly signed by a teacher/tutor, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- phone calls about absences are similarly logged and dated
- the children missing education- statutory guidance for local authorities 2016 is adhered to
- where a pupil is subject to a Child Protection Plan, and is absent without explanation for two days, their key worker in Children's Social Care is contacted.
- records are monitored for patterns of what, when taking in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action.
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held is transferred securely and confidentially e.g. a CAF is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child safeguarding in the receiving school
- where a pupil has a **child protection plan** or there are ongoing child protection enquiries and transfers to another school;
 - the designated lead for Safeguarding is informed immediately
 - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

iv. The staff

All staff, teaching and non-teaching, volunteers and others working in school need to:

- Read Part 1 of Keeping Children Safe in Education 2019 (every time it changes)
- Act immediately when they have a concern regarding a child
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be aware that despite the requirement to share information with designated leads they can make their own referral to Children's Social Care, e.g. in urgent situations.
- be alert to signs and symptoms of all forms of harm and abuse. Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation, peer on peer abuse and Forced Marriage is available on the LASP webpage
- know how to respond to their duty when they have concerns or when a pupil discloses to them and to act . Staff should act immediately if they have concerns about a child. If the DSL is not available they must talk to a member of SLT or local Social care services.
- know how to record concerns and what additional information may be required
- undergo child safeguarding training which is updated yearly in line with advice from the LASP, (whole staff training every three years)
- Recognise that abuse and neglect can happen in any setting and maintain an attitude of 'it could happen here'
- Follow guidelines in the staff code of conduct relating to the use of mobile phones and cameras.
- familiarise themselves with "What to do if you're worried that a child is being abused: advice for practitioners guidance." (2015)

Reporting concerns to the designated leads

Any concern should be discussed in the first instance with *one of the designated leads or in their absence the Headteacher*, as soon as possible. **If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the police immediately. Anybody can make such a referral.**

Pupils may make a disclosure at any time during lessons or breaks but particularly during PSHE, Form time, Pastoral sessions, during counselling and small group sessions. The DSL must be ready to involve safeguarding agencies by providing early help.

Immediate response to the pupil

It is vital that our actions do not harm the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them
- if a disclosure is made,
 - accept what the pupil says
 - stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “what did s/he do next?” It is your role to listen - not to investigate
 - use open questions such as “is there any thing else you want to tell me?” or “yes?” or “and?”
 - be careful not to burden the pupil with guilt by asking questions like “why didn’t you tell me before?”
 - acknowledge how hard it was for the pupil to tell you
 - do not criticise the perpetrator, the pupil might have a relationship with them
 - do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now”.

Children in Need

It is recognised that Children in need and Children at risk may require additional support or early intervention may be necessary. In these cases referrals will be made within 24 hours to the Early Intervention Team. (Mark Archer Bloor)

Recording information

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your name and role should be included.
- If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”. Do not take photographs.
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into ‘proper terms’).
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self blame.
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The school will support all pupils by: discussing child protection cases with due regard to safeguarding the pupil and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with LASP procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.
- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities. This includes the provision of Early Help either directly through the school or by signposting to other local services, as set out in Nottingham City's Family Support Strategy. Where a child is receiving early help support we will continue to monitor this to make sure it is having the required impact. Where there is no evidence of this impact we will consider other alternatives, which may include seeking specialist support.

Confidentiality

- The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and Headteacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, incidents, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their designated lead with a view to passing on the information.

Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Children and Families Direct.
- Where there are any doubts, the designated lead should clarify with Children and Families Direct whether, and if so when and by whom, the parents should be told about the referral. Alternatively they could ring the Consultation Line in Children's Duty to discuss this case. The number for this is **07711189544**
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgments about the issues, and about consenting to that.

“Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.” Working Together 2018

- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

Looked After Children

Supporting children in care is a key priority for our school. We recognise that the needs of this group of children can only be effectively met when all agencies work together. To ensure we have a coordinated approach to meeting the needs of children in care who attend our school we have a designated lead, who is Julie Saddler Forman.

Prevention in the Curriculum

- The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
 - safely explore their own and others' attitudes building up confidence in their own judgements and their knowledge of acceptable behaviour including knowledge of the law.
 - recognise and manage risks in different situations and how to behave responsibly
 - judge what kind of physical contact is acceptable and unacceptable
 - recognise when pressure from others (including people they know) threatens their:
 - personal safety and well-being and develop effective ways of resisting pressure;
 - including knowing when and where to get help
 - use assertiveness techniques to resist unhelpful pressure.
 - How to keep safe on-line (www.gov.uk/government/publications/teaching-online-safety-in-schools)
 - The risks associated with sharing indecent images of, or information about, themselves. This is something that is often referred to as Sexting. Research indicates that this is increasingly associated with concerns such as sexual exploitation. Our work in this area is based on the guidance set out in Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People. We also work with the NSPCC and the NHS to offer new insights to the pupils at school.
 - Educate pupils in relationships education and relationships and sex education as well as Health Education.

Particularly Vulnerable Groups

Some children and young people may be particularly vulnerable to abuse and harm. This includes for example privately fostered children, children with an SEN or a disability, children with communication needs. Certain forms of behavior can also increase the vulnerability of a young person such as drug or alcohol misuse. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local LAsP procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

Child Sexual Exploitation

The sexual exploitation of children and young people (CSE) under 18 is defined as that which: 'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation.

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

Preventing Radicalisation

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 and The Prevent Duty Guidance March 2015 now impose a duty on a wide range of bodies including all schools to respond

when they become concerned that a child is being, or is at risk of, becoming radicalised. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

Statutory guidance has been published and is available here:
<https://www.gov.uk/government/publications/prevent-duty-guidance>

If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact the Prevent Team prevent@nottinghamshire.pnn.police.uk who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions.

Jubilee House recognises it's duty to risk assess who may be at risk of radicalisation.

Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Potential indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.

- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and Children's Social Care. Although the duty does not apply in relation to at risk or suspected cases never the less this is still something that must be reported to social care.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the local authority.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Peer on Peer abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, sexual harassment, upskirting and sexting. (see DFE advice for schools and colleges – 'Sexual violence and sexual harassment between children in schools and colleges') Staff should also be aware that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children, sexually assaulting or sexually harassing a single child or group of children.

At Jubilee House we believe that all children have a right to attend school and learn in a safe environment. It will be made clear to pupils that 'Banter' is a form of bullying and will not be accepted as 'It's just growing up' nor will it be accepted as 'It's just a joke'. Children should be free from harm by adults in the school and other students. It is unlawful for schools to act in a way that is incompatible with the European convention on human rights. At Jubilee House we are aware that 'peer on peer' abuse may breach some of the rights specified in this document.

We recognise that some students will sometimes negatively affect the learning and well being of others and their behaviour will be dealt with under the school's Behaviour Policy.

Allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, sexting and sexual exploitation. Where this is the case we will follow the processes set out in the policy above. In addition we will be mindful of the fact that the pupil against whom the allegation has been made may also be vulnerable and need additional support and that their behaviour could be an indicator that they themselves are experiencing abuse, or have done so.

We are also aware of our obligations under the Human Rights Act 1998. We should therefore carefully consider how we are supporting our pupils, with regard to sex, sexuality and gender reassignment where appropriate. For example: we should be prepared to take positive action to support girls where they are disproportionately subjected to sexual violence and harassment, which includes online sexual harassment, which may be stand alone or part of a broader pattern of abuse. Peer on peer abuse can also include 'upskirting' and sexting. We should consider the make up of our student body, including: gender and age range and determine where additional support is required for pupils with protected characteristics. Our PSHE programme of work should promote healthy and respectful relationships between boys and girls.

THRESHOLD FOR REPORTING BULLYING TO AN EXTERNAL AGENCY

In all cases of bullying, cyber-bullying and bullying outside of school staff must follow the school's reporting procedures and ensure the Headteacher and DSL are aware of such incidents. In any extreme cases the Headteacher and Deputy Head will decide whether it is appropriate to take the matter further and report the incident to outside agencies such as the police or children's social care. Incidents of bullying (of any kind) that are likely to or actually will, cause the victim to suffer significant harm will be escalated to Child protection services within 24 hours. The incident of bullying can be actual or threatened.

Children who Self-harm

Staff should always be mindful of the underlying factors which may lead a child or young person of any age to self-harm. This is particularly the case for children of primary school age as self-harm in this age group is uncommon. Where information comes to the attention of practitioners which suggests that a primary age child has self-harmed serious consideration must be given to whether there are other underlying factors, including abuse. All such cases should be discussed with children's social care.

Even in those unusual cases where a primary age child is thought to have self-harmed it is important to recognise that this behaviour is an indicator of emotional distress and the child will need support to address this.

Children with continence issues

Having control over continence is a developmental skill, and like other skills, children will attain it at different ages. Bedwetting (also known as nocturnal enuresis) is common and very few children will wet the bed on purpose. Bedwetting and daytime continence issues can have a significant impact on a child's behaviour and wellbeing. It can also be stressful for the parents or carers.

When supporting the child and their family, the emphasis must be on normalisation, no blame, no shame and strictly no punishments. Children should not be held responsible for their continence issues - rewards for dry nights are therefore unhelpful. NICE guidelines make it clear that maltreatment should be considered if a child is consistently reported to be deliberately wetting themselves, or the parents or carers are repeatedly punishing the child for their continence issues despite professional advice that it is involuntary.

Professional development

- The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to pupil welfare concerns.
- We will ensure staff are given mandatory induction, which includes familiarisation with child safeguarding policy, part 1 of Keeping Children Safe in Education, staff behaviour policy, the designated leads in the school, their responsibilities and procedures to be followed.
- The training, including multi-agency training, in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:
 - *Induction training on safeguarding requirements and school policy(plus roleplay)*
 - *Ongoing inset roleplay and updates*
 - *Educare Child protection in education*
 - *Educare Child protection refresher*
 - *Educare Female Genital mutilation Awareness*
 - *Educare Safeguarding young people*
 - *Educare CSE*
 - *Educare Online safety*
 - *Educare The Prevent Duty*
 - *Level 3 LA DSL training For JC, SZ, JSF and TB*
- A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school. All staff (including temporary staff and volunteers update their training both formally and informally annually. This includes updates on FGM, CSE, Prevent and online safety.
- Induction training for all staff and volunteers includes the safeguarding policy, the staff code of conduct, the whistle-blowing policy, the acceptable use of technology, the identity and role of the DSL and part 1 of KCSIE 2019
- A training register is kept to indicate when staff and governors have been trained and this in turn informs the *annual* report to governors.

- Safer recruitment training has been attended by:
 - **Julie Saddler Forman** **Date 12/08/16**
 - **Jayne Marks** **Date 02/02/17**
 - **Julie Cousins** **Date 22/10/19**

Training

Regular training and discussion within the school environment is important and should be led by the Designated Leads for safeguarding.

Timelines for training:

- Designated Safeguarding Lead training: refreshed **within every two years** (statutory requirement).
- Whole school training: To be refreshed **within every year** as agreed with LASP
The above training is available through the Safeguarding in Education Service safeguardingineducation@nottinghamcity.gov.uk and through Educare.
- Safer recruitment training: Through the DfE on-line (under review)

All staff, schools and Governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Schools need to evaluate and demonstrate how well we fulfill our statutory responsibilities and exercise professional judgment in Keeping Children Safe as outlined in Keeping Children Safe in Education.

Schools and Partnerships

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:

- **Parental E-learning (free): Child Sexual Exploitation** is a high profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective.
<http://www.paceuk.info/the-problem/keep-them-safe/>
- **Pint Size Theatre:** Secondary Schools and Academies in Nottingham can access a performance of Pintsize Theatre's 'LUVU2' production. It is an interactive play aimed at raising awareness of Child Sexual Exploitation (CSE) with young people aged 13-14 (year 9). Contact is via email www.pintsizetheatre.co.uk or Tel: 0115 8419853.
- **NSPCC Child line Project:** (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email:- EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

Further guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- Child Sexual Exploitation 'What to do if you suspect a child is being sexually exploited'
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

- Female Genital Mutilation (FGM)
<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>
- Children who may have been trafficked
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Gang and Knife Crime DCSF – 00064-2010
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf
- Homophobic, Transphobic Bullying
<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>
- Guidance is also available on the NCSCB Website for Children with Looked After Status and Children Missing from Home and Care
- Private fostering arrangements - www.privatefostering.org.uk
- Sexting in Schools and Colleges
www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF
- Further information and guidance around Disqualification by Association produced by Nottingham City Council's HR Advisory Service can be found here in the Downloads section: <http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>
- Guidelines on supporting children with continence issues - <https://www.nice.org.uk/guidance/CG111/chapter/introduction>

Policy reviewed by :

- o **Julie Cousins 03/09/19**
- o **Jayne Marks Date 03/09/19**

Further Notes

Mobile Phones and Cameras in Early Years and Foundation Stage

Appropriate use of mobile phones is essential at Jubilee House. The use of mobile phones must not detract from the quality of supervision and care of children. All parents have the mobile phone number that is used by the school and are encouraged to text or phone on that number. Practitioners are able to use their personal mobile phones during their break times. During working hours they must be kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct.

Visitors to the setting (including/excluding parents) are requested not to bring their mobile phones onto the premises or to hand them in at reception for collection on departure.

Important contact details of the children are kept on the setting's mobile phone in case of an emergency.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Jubilee House. We take a mixture of photos that reflect the pre-school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults, and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at Jubilee House understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act

Types of Abuse

Physical abuse

Physical abuse may involve:

- hitting
- shaking
- throwing
- drowning
- burning or scalding
- poisoning
- suffocating
- otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or induces illness in a child. You can learn more about fabricated or induced illness and the signs and indicators of it in the 'Resources' tab.

Sexual abuse

Sexual abuse involves someone forcing or enticing a child 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 majority of children who are groomed and sexually abused will have no visible signs at all, due to the perpetrator not wanting to leave evidence. Sexual abuse is not solely perpetrated by adult males. Though less common, women can also commit acts of sexual abuse, as can other children.

The activities may involve physical contact, including:

- assault by penetration
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

It may also include non-contact activities, such as:

- watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- involving children in looking at, or in the production of, sexual images
- grooming a child in preparation for abuse (including via the internet).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe adverse effects on the child's health and emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

Emotional abuse may involve:

- rejecting or ignoring a child completely
- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- using degrading language or behaviours towards them
- responding to their attempts to interact with emotional detachment
- making fun of them
- threatening them or encouraging them to develop behaviours that are self-destructive
- preventing the child from interacting socially with other children or adults
- experiences of bullying, including online bullying
- a child seeing or hearing the ill treatment or serious bullying (including online bullying) of another
- causing a child to feel frequently frightened or in danger
- the exploitation or corruption of children.

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 misuse. One in 10 children have experienced neglect

Neglect may involve a parent or carer failing to:

- provide adequate food, clothing or 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)
- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs.

Faltering growth

Neglect may also result in a child being diagnosed as suffering from 'faltering growth', also known as 'failure to thrive'. It means inadequate weight gain and physical growth compared with other children of a similar age and sex during early childhood. It can also be applied to children who have otherwise been reaching their expected rate of growth, but then the rate of growth is suddenly interrupted by a period where they fail to gain weight or even lose weight. The term is more often applied to young children, and especially babies, rather than older children.

Faltering growth needs to be diagnosed by a medical or health practitioner who understands normal growth and variation. There is typically an underlying cause that must be investigated. This may be because of a medical condition or because of what is called a 'non-organic' cause; for example, poor parenting skills, a dysfunctional or chaotic family environment, child abuse (typically emotional abuse or neglect) or possibly fabricated or induced illness by the child's carers.

Female Genital Mutilation (FGM)

This involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious consequences, both at the time the mutilation is carried out and in later life. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although the true extent of the crime is unknown. The age at which girls may undergo FGM varies a great deal according to the community. The procedure may be carried out when a girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, and therefore girls within that age bracket are at a higher risk. FGM is emotional and sexual abuse as well as physical abuse and is illegal in all four nations of the UK. Teachers and health and social care professionals in England and Wales have a mandatory reporting duty where FGM is 'verbally disclosed' or 'visually confirmed' in girls if they are under 18 at the time of the disclosure or identification.

Forced marriage

In forced marriage, one or both spouses do not or cannot consent to the marriage and duress is involved. This can include physical, sexual, financial and emotional pressure. If families have to resort to violence or emotional abuse to make someone marry, the person has not given consent freely and therefore it is a forced marriage which is a crime in England and Wales. Forced marriage is different to an arranged marriage, where the families of both prospective spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement rests with both the people involved. Both FGM and forced marriage (and other practices such as breast ironing) are known as so-called 'honour-based' violence

(HBV). These are crimes committed to protect or defend the honour of the family and/or community. All forms of so-called HBV are abuse and should be handled and escalated according to the procedures detailed your organisations's child protection policy.

Child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. For example, it is thought that "at least" 1,400 children in Rotherham were systematically groomed, trafficked, and abused for sexual purposes over an extended period between 1997 and 2013. The child victims of this abuse were generally aged between 11 and 15 years and therefore this abuse took place during their secondary school years. Perpetrators targeted schools and there was evidence in the files (historically and up to the time of the Inquiry) that schools were proactive in alerting Risky Business (a local youth project), children's social care and the police to signs and evidence of exploitation. Schools raised the alert over the years about children as young as 11 being picked up outside schools by cars and taxis, given presents and mobile phones and taken to meet large numbers of unknown males in Rotherham, other local towns and cities, and further afield.

Domestic abuse

Where domestic abuse is concerned, it is thought that official figures are likely to underestimate the level of it in the UK, especially the level of emotionally abusive behaviour that is not necessarily accompanied by physical violence, but nevertheless has a significant effect on children. The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional.

Radicalisation and extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is defined in the government's Prevent strategy as "vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs". As young people go through a process of testing and developing their identities, they may be particularly vulnerable to being groomed or radicalised, either face-to-face or online.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, online bullying via email or social media), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Challenges and risks for children online

Computers, tablets and smart phones give children and young people access to a wealth of information and opportunities for communication but they also bring challenges and risks, particularly when they and their parents don't know enough about keeping themselves safe.

Children can be put at risk of:

- seeing inappropriate images
- being the victim of online bullying (also known as cyberbullying)
- being contacted and manipulated by an adult for sexual purposes (also known as grooming)
- sharing personal and identifying information with strangers
- sending or receiving sexually explicit films, images or messages of themselves or others (this is known as sexting when sent by mobile phone)
- being radicalised to commit acts of terror.

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, including the risk of sexual exploitation, forced marriage, female genital mutilation and travelling to conflict zones. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, and to help prevent them going missing in future.

Peer-on-peer abuse

Of course, abuse is not limited to harmful behaviours perpetrated by adults – children and young people can abuse too and this is known as peer-on-peer abuse. This is likely to include behaviours such as online bullying, genderbased violence, sexual touching/assaults, sexting and upskirting. Staff should follow the procedures outlined in their child protection/safeguarding/anti-bullying/behaviour policies and discuss concerns with the designated member of staff for child protection.

There are many other safeguarding issues including, but not limited to:

- drugs
- faith abuse
- gangs and youth violence
- gender-based violence against women and girls
- hate
- relationship abuse
- sexting
- trafficking.

Possible signs of Abuse

Physical abuse

Physical signs include:

- finger mark bruising on cheeks or any other area of the body where bruises are unlikely to appear in everyday activity
- presence of injuries that are in several stages of healing suggesting that a child has experienced repeated maltreatment over time
- injuries to the soles of the feet
- bald patches on a child's head
- bite marks, black eyes or broken bones

- injuries that form a shape or pattern
- bruising to babies that are immobile because they are yet to reach the developmental milestone where they can sit without support, roll over, crawl or shuffle
- scald marks and burning, including cigarette marks
- marks that might indicate a child has been restrained or strangled
- any injuries that are inconsistent with the explanation given.

Behavioural signs include:

- flinching when touched
- inability to recall how injuries occurred
- avoiding getting changed for sporting or other activity
- reluctance to go home
- wearing trousers and shirts or blouses with long sleeves even on hot sunny days, although remember to consider this in the light of the individual child (eg some children are dressed modestly for religious and/or cultural reasons)
- excessively eager to please • very aggressive or withdrawn
- attempts to run away
- sad, frequently cries
- drug and/or alcohol misuse
- any behaviour that is not consistent with a child's stage of development.

For example Previously gregarious, Harry, aged 13, had suddenly become very quiet and withdrawn in class and was often on his own at break and lunchtimes. The teacher who noticed his unfamiliar behaviour asked to see him one break to see if there may be a problem. Faced with care and obvious concern about his welfare, Harry broke down, rolled his sleeves up and showed the teacher his forearms which were covered in old and new cuts and bruises, as well as fresh, raised weals. It transpired that Harry was having difficulties with his school work and was receiving 'help' at home from his father. His father is an alcoholic who, after several drinks, regularly loses patience with Harry, and beats him with a ruler each time he answers a question incorrectly, which is often. As well as the physical injuries, Harry's self-esteem is at rock bottom. His mother feels powerless to intervene.

Sexual abuse

Physical signs include:

- stomach pains
- genital soreness, bleeding or discharge
- recurring genital-urinary infections
- discomfort in walking or sitting
- sexually transmitted infections.

Behavioural signs include:

- a change in behaviour
- not wanting to undress for physical education or sporting activities
- sexual knowledge, language and behaviours beyond their age
- eating disorders
- fear or avoidance of being with a person or a group of people
- withdrawn
- self-harming
- unexplained amounts of money
- disturbed sleep
- sexualised drawings
- going missing from school
- the types of questions asked (do they suggest sexual knowledge that a child should not have)
- being picked up from school by taxis or cars and people who are not known to be the child's family.

For example Imran, aged seven, regularly attended an after-school club, where he was picked up by one of his parents when they had finished work. Imran began complaining of headaches, lost his appetite

and seemed extremely reluctant to go to the club, to the extent that his parents were often called at work to pick him up because he refused to attend. He was also sleeping badly and often woke up after having nightmares. Imran's friend, Jack, told his parents that a male member of staff had touched both him and Imran in a private place, but neither had wanted to tell because the man said their parents would be very angry and wouldn't believe them anyway.

Emotional abuse

Physical signs include:

- self-harm marks
- erratic weight or growth patterns
- delayed development, either physically or emotionally
- erratic behaviour.

Behavioural signs include:

- difficulty in forming relationships
- inappropriate attention-seeking
- withdrawn
- unexplained underachievement at school
- self-harming
- bed-wetting
- disturbed sleep.

For example Sally, aged 14, had taken it very badly when her parents split up, but now her mother had met someone else who had moved in with them. The man displayed very controlling behaviour; he liked the house kept immaculate and set out strict rules for acceptable behaviour. He also had firm guidelines about what was expected from Sally to achieve success both with homework and her overall performance at school. Sally became withdrawn and this led to problems with friends who disowned her one by one. Previously very bright and willing to learn, Sally let her school work slip and a concerned teacher who noticed the change talked to her about it. Sally disclosed that her step-father told her she was 'thick' and 'worthless' and didn't deserve to be a member of their family. Sally knew that whatever she did, it would never be enough, so she stopped trying altogether.

Neglect

Physical signs include:

- poor personal hygiene/unwashed clothing
- inadequate clothing (for example, not having warm clothes in winter)
- lack of energy due to inadequate food intake and/or poor nutrition
- untreated skin or hair problems (such as rashes, sores, flea bites, head lice)
- unattended medical or dental problems
- consistent hunger/big appetite – can't seem to eat enough
- lack of muscle tone (such as, bones appearing to stick out)
- very thin or swollen stomach.

Behavioural signs include:

- difficulty in making friends
- missing or irregularly attending school or nursery
- anti-social behaviour
- withdrawn
- steals food or begs it from others
- developmental delay (weight, language, social skills)
- demands constant attention and affection
- alcohol or substance misuse.

For example Identical twins, Ellie and Grace, attend their local secondary academy. Aged 12, they are often late for school because they have to care for their mother who is disabled and their two younger siblings who have to be dressed, fed and taken to nursery each morning. The two girls often seem

inadequately dressed and both look extremely thin. In their primary school, other parents regularly complained that they had given their children head lice and the girls were recently found stealing from other students' lunch boxes. After several telephone calls to the girls' home, their mother complained to school that she was being harassed by a member of staff. She stated that she was not bothered about the situation and felt that the two older girls needed to care for everyone because she was unable to.

Faltering growth (failure to thrive)

In addition to the general signs of neglect discussed on the previous slides, physical and behavioural signs of faltering growth include:

- child has not attained significant developmental milestones
- normal growth which is interrupted by a period of failing to gain weight or even losing weight
- does not show interest in surroundings and is unresponsive to stimulation
- low body-fat ratio
- child appears listless or undemanding
- dehydration
- little or no movement (such as lying motionless in their bed or cot).

FGM

Girls who are threatened with or have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to disobey their parents and, as a result, may suffer emotionally. Girls who are at risk often come to the attention of, or turn to, a teacher or other member of staff before seeking help from others. In addition to the general signs of abuse discussed on the previous screens, behavioural signs of FGM include:

- general anxiety, depression, emotional withdrawal
- anxiety leading up to holidays (especially summer holidays as this is a time when families may take their child abroad for the procedure)
- talk of a 'special ceremony' that is going to take place (although the girl may be unaware of what it is about)
- sudden decline in performance, aspiration or motivation
- extended absence or the child goes to school, but absents themselves from lessons, possibly spending prolonged periods in the toilets
- not turning up for health appointments
- being withdrawn from education, sporting and social interaction, restricting their health, educational opportunities and personal development
- inability to disobey their parents.

Forced marriage

In addition to the general signs of abuse discussed on previous screens, behavioural signs of forced marriage include:

- anxiety, depression, emotional withdrawal
- low self-esteem
- absence from school or permission sought for extended leave
- less commonly, cut or shaved hair as a punishment for disobeying or a girl may say she has been to a doctor to see if she is a virgin
- showing fear about forthcoming school holidays.

Child sexual exploitation

In addition to the general signs of sexual abuse discussed on previous screens, behavioural signs of child sexual exploitation include:

- unexplained money or gifts
- going missing (for short or long periods)
- being distressed or withdrawn on return
- disengaging from existing social networks
- secrecy around new associations
- additional mobile phones or concerning use of technology
- sexual health problems
- disclosure of rape/sexual assault (and reluctance to report)
- changes in temperament/emotional wellbeing
- drug or alcohol misuse
- secretiveness
- unexplained physical injuries.

Radicalisation/extremism

The government's Prevent Strategy lists the following signs in a Vulnerability Assessment Framework. They are split into three areas as follows:

1. Engagement with a group, cause or ideology
2. Intent to cause harm
3. Capability to cause harm

Engagement with a group, cause or ideology (Psychological hooks, including the needs, susceptibilities, motivations and influences that together can map the individual pathway to terrorism.)

Intent to cause harm (Not all those who become engaged go on to develop an intent to cause harm. However, these factors describe the mind-set associated with a readiness to use violence.)

Capability to cause harm (Not everyone with a wish to cause harm is capable of doing so. What an individual is capable of therefore is a key consideration when assessing the risk of harm.) Feelings of grievance and injustice.

Over-identification with a group or ideology.

Individual knowledge, skills and competencies.

Feeling under threat. 'Them and Us' thinking.

Access to networks, funding or equipment.

A need for identity, meaning and belonging.

Dehumanisation of the enemy.

Criminal capability.

A desire for status and/or excitement and adventure.

Attitudes that justify offending.

A need to dominate and control others.

Harmful means to an end.

Susceptibility to indoctrination.

Harmful objectives.

A desire for political or moral change.

Being at a transitional time in life.

Family or friends involvement in extremism.

Being influenced or controlled by a group.

Mental health issues.

Opportunistic involvement.

All schools must have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. To fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties.

Whichever form or forms of abuse you are concerned about, in addition to the more obvious signs, be aware of low level signs that are easier to miss.

How to respond if a child confides abuse to you

If a child or young person tells you that they are being abused, it is important that you know how to respond. Here are the universal principles regardless of the age of the child.

- Be welcoming, even if the time isn't convenient for you. It may have taken a great deal of courage for them to approach you and they may not do so again.
- Find a quiet place where your conversation won't be interrupted. However, keep in mind your school or college guidelines about being alone with a pupil or student.
- Stay calm and listen very carefully.
- Allow the child to tell you at their own pace.
- Ask questions for clarification only.
- Communicate with the child in a way that is appropriate to their age, preferred communication method (eg Makaton or sign language) and ability to understand English.
- Reassure them. Tell them you are sorry this has happened to them and that you will do all you can to help them. Explain what may happen next.
- If emergency help is required, don't delay getting it.
- Make notes as soon as possible afterwards.
- Contact the designated safeguarding lead in your organisation and/or your manager immediately.

What to avoid:

- Do not allow your shock, surprise, anger, distaste, dismay or any other negative emotions to show, although it is OK to show that you're sorry that this has happened to them and empathise. • Do not make any comments about the abuser or try to guess who they are. If the child discloses that their parent or carer is culpable, speak to your safeguarding lead immediately.
- Do not ask leading questions, although you can ask questions to clear up an ambiguity (following a referral, it is a safeguarding professional's role to investigate and you could compromise any subsequent investigations).
- Do not promise to keep the conversation a secret. You will need to share it with your organisation's safeguarding lead.

Observing the behaviour of babies and very young children Babies and very young children do not have the words to describe experiences of abuse. With babies, you should be alert to physical and behavioural signs of abuse and in addition to this, with young children you can look at their play behaviour and their paintings and drawings. Ask yourself whether they portray images that should be beyond the knowledge of a child of that age. Where a child has not spoken about abuse to you, but their injuries or behaviour give you cause for concern, you must discuss your concerns with your organisation's safeguarding lead or your manager or call the NSPCC to ask for advice on 0808 800 5000.