Safeguarding and Child Protection Policy

St Vincent's Catholic Primary School

The School Mission Statement

To love, serve and learn as Jesus shows us

DOCUMENT STATUS

Drafted:	Adopted by Governors:	Implemented:	Last reviewed and updated:	Next review:
August 2018 (DV)	September 2018	September 2018	September 2020	September 2021

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Appendices

1. INTRODUCTION

In line with our Mission Statement, we are committed to safeguarding and promoting the welfare of our children. Ensuring that all pupils, staff and visitors are safe at all times.

At St Vincent's Catholic Primary School, we fully recognise our duties and responsibilities to safeguard and promote the welfare of pupils under the Education Act 2002, the Children Act 1989 and the DfE guidance "Working Together to Safeguard Children 2018" and "Keeping Children Safe in Education 2020".

St Vincent's Catholic Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Our children have the right to protection, regardless of age, gender, race, culture or disability as defined by the Equality Act 2010. They have a right to be safe in our school.

Safeguarding children – the action we take to promote the welfare of children and protect them from hard – is everyone's responsibility.

Everyone who comes into contact with children and families has a role to play.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:
1. Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
2. Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
3. Identifying and making provision for any pupil that has been subject to abuse.
4. Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
5. Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

At St Vincent's Catholic Primary School we aim to provide the best possible learning opportunities by having pleasant, healthy and safe environment that caters for and respects all our children's physical, emotional and spiritual needs. In safeguarding children we are committed to ensuring that:
- The child's needs are paramount;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm (actual or potential) posed to the children;
- All professionals share appropriate information in a timely way and can discuss concerns about an individual child with colleagues and local authority children's social care;
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child;
- All professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes

2. RELATIONSHIP TO OTHER POLICIES / PROCEDURES / GUIDANCE

This policy is related to the following policies and Guidance documents:

Working together to safeguard children (DfE)	Keeping children safe in education (DfE)
Dealing with allegations of abuse against teachers and other staff (DfE guidance)	What to do if you are Worried a Child is Being Abused - Advice for Practitioners (DfE)
Managing Allegations Against Staff Policy	Whistleblowing Policy
Safe recruitment and vetting policy	Staff Code of Conduct
Disciplinary Procedure	Drug, alcohol and substance misuse Policy
Staff Handbook	Managing Allegations of Peer on Peer Abuse Policy
Visitors Policy	Health and Safety Policy
Risk Assessments	Critical Incident Plans
Social Media Policy including the Use of Mobile Phones and Digital Photography Policy	E-Safety Policy
	Acceptable Use Policy
Complaints Procedure	Single Equality Policy and Scheme
Behaviour Policy	Anti-bullying Policy
Attendance Policy	Missing Child Policy
Relationships and Sex Education Policy	SEND Policy
Preventing Extremism and Radicalisation Policy	

3. DEFINITION OF SAFEGUARDING

As defined in the document *Keeping Children Safe in Education (2020),* safeguarding is:

- Protecting children and young people from maltreatment.
- Preventing impairment of children and young people's mental and physical health or development.
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Effective safeguarding should be underpinned by two key principles:
- Safeguarding is everyone's responsibility
- A child-centred approach

4. ROLES AND RESPONSIBILITIES

Designated Safeguarding Lead (DSL):   Dominic Vernon (Headteacher)
Deputy Designated Safeguarding Lead (DSL):   Kathryn Long (Deputy Headteacher)
                                          Annette Downie (Business Manager)
Safeguarding Governor: Win Douglas / Angela Burns

The DSL has a duty to:
- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners and the child death review partner. Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- Have a working knowledge of how the Local Authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the Governing Body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Ensure the best educational outcomes by identifying at-risk pupils to the school and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.
- Ensure that a pupil's child protection file is transferred to the new school immediately, and that relevant professionals are informed.
- Follow Local Authority procedures where an allegation is made against a member of staff or volunteer and inform the Local Authority Designated Officer (LADO).
- Ensure safe recruitment practices in checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equipping children with the skills needed to keep them safe as part of the curriculum and beyond.
- Complete the annual self-assessment audit required by WSP and the Education Safeguarding Team.
- Monitor and report any instances of extremism (See Appendix 5)
- Raise and maintain awareness of the impact of Female Genital Mutilation and look for signs that this may occur. (See Appendix 2)
- Be vigilant about child sexual exploitation and pass on any concerns (See Appendix 3 and 4)
- Be vigilant around the use of the internet by our pupils and the potential for on-line bullying and/or exploitation. (see also Internet Safety Policy).
- Report to the LA any reported or suspected incidents of Domestic Violence.
- Report any cases of Private Fostering to the LA.
- Monitor attendance and punctuality as an indicator of potential safeguarding issues and refer any concerns to the Attendance Team to be discussed at POOSM (pupils out of school meetings):
  - Children not in school
  - Electively home educated
  - Permanent exclusion
  - Medical problems that prevent attendance in school
  - Children missing in education/less than 50% attendance
    - See Missing Child Policy and Appendix 6
- Raise awareness of Peer on Peer abuse and manage any allegation as outlined in the Managing Allegations of Peer on Peer Abuse Policy

The Governing Body has a duty to:
- Ensure that the school complies with its duties under the relevant child protection and safeguarding legislation.
- Ensure that the policies, procedures and training opportunities in the school are effective.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the Local Authority as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Ensure that staff members have due regard to relevant data protection principles which allow them to share (and withhold) personal information.

- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a Governor responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the Governing Body itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, fulfilling the Equality Act.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Support the DSL in completing the self-assessment audit required by WSP and the Education Safeguarding Team.
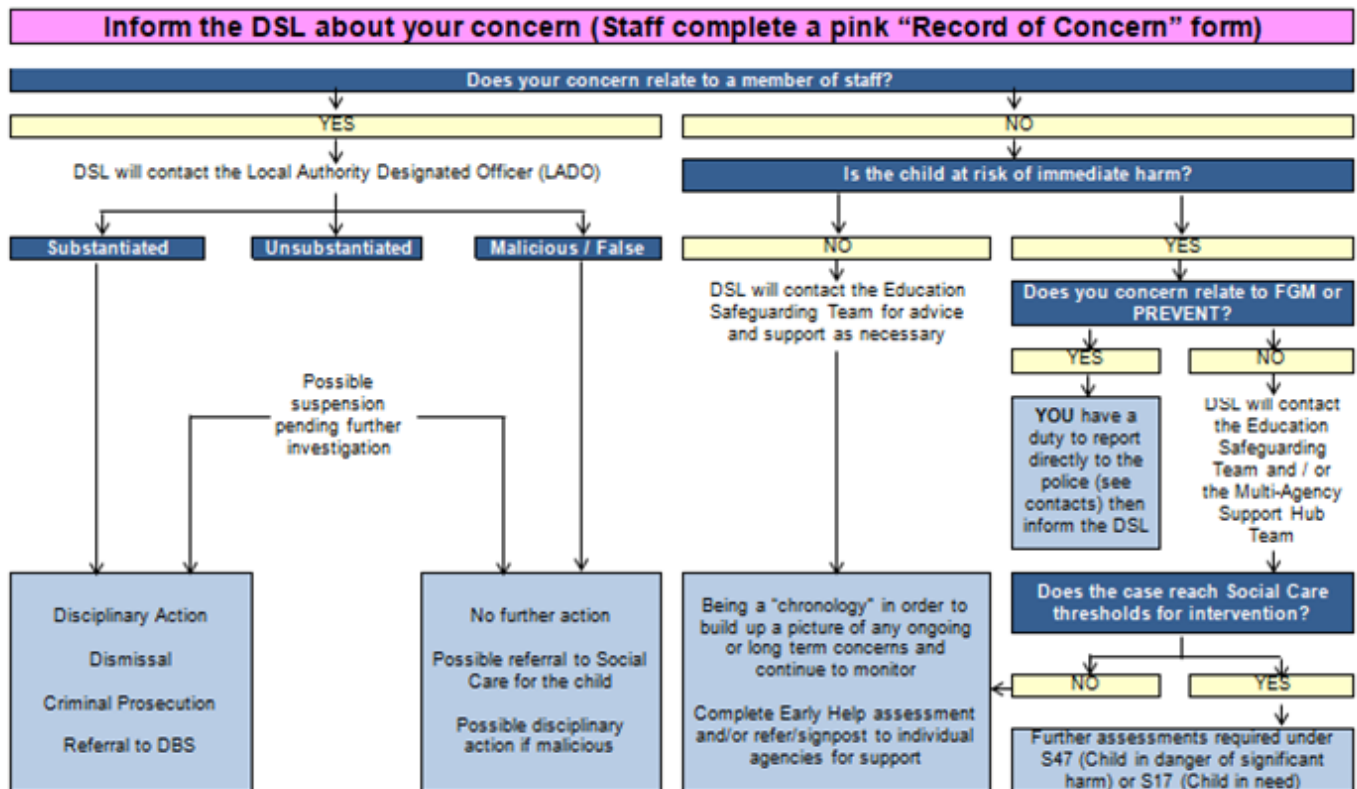
The Safeguarding Team has a duty to:
- Be available to deal with safeguarding concerns / issues
- Regularly review children identified as causing concern, or who are receiving support and/or intervention due to child protection concerns
- Review any safeguarding issues, incidents and supervision of staff
- Audit the single central record and associated staff documentation
- Audit documentation in children's child protection files and provide feedback to staff as required
- Review training and training needs of the team and staff
- Maintain and review a safeguarding action plan based on the Section 11 audit and feedback from audits completed by the Warrington Education Safeguarding Team
- Provide information to the Governing Body in relation to provision for Safeguarding

All staff have a duty to:
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Support pupils who have been abused in accordance with their agreed child protection plan.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Raise concerns about vulnerable, or potentially vulnerable pupils with the DSL so that early intervention can be put into place, including an Early Help assessment where appropriate.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to Children's Social Care and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Preventing Extremism and Radicalisation Policy
- Directly report any concerns about Female Genital Mutilation to the police, and then inform the DSL about the concerns reports.
- Challenge senior leaders over any safeguarding concerns, where necessary.

5. CHILD PROTECTION PROCEDURES

Inform the DSL about your concern (Staff complete a pink "Record of Concern" form)

Does your concern relate to a member of staff?

YES → DSL will contact the Local Authority Designated Officer (LADO)

- **Substantiated** → Possible suspension pending further investigation → Disciplinary Action / Dismissal / Criminal Prosecution / Referral to DBS
- **Unsubstantiated** → No further action / Possible referral to Social Care for the child / Possible disciplinary action if malicious
- **Malicious / False**

NO → **Is the child at risk of immediate harm?**

- **NO** → DSL will contact the Education Safeguarding Team for advice and support as necessary → Being a "chronology" in order to build up a picture of any ongoing or long term concerns and continue to monitor / Complete Early Help assessment and/or refer/signpost to individual agencies for support

- **YES** → **Does you concern relate to FGM or PREVENT?**
  - **YES** → YOU have a duty to report directly to the police (see contacts) then inform the DSL
  - **NO** → DSL will contact the Education Safeguarding Team and / or the Multi-Agency Support Hub Team → **Does the case reach Social Care thresholds for intervention?**
    - **NO**
    - **YES** → Further assessments required under S47 (Child in danger of significant harm) or S17 (Child in need)

- Staff training takes place at induction and annually, with updates more frequently in order that they:
    - are alert to signs and symptoms of harm and abuse
    - know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
    - know what and how to record concerns.

- The staff handbook summaries procedures for safeguarding and child protection and all policies and relevant document are available on the school website and in the Staff Safeguarding File, stored in the PPA room.

- All staff and other adults working within school are made aware that in order to safeguard children they have a duty to share information with the DSL, and through the DSL, with other agencies.
- If any member of staff suspects that a child may be a victim of abuse, they must immediately inform the DSL (or Deputy in his absence) about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.
- Concerns should be raised through discussion and recorded on a "Cause for Concern" Form (Pink), handed directly to the DSL (or Deputy DSL in his absence).
- If immediate action is not required, the form can be left in the black folder on the DSL's desk.
- A pupil chronology must then be maintained (including any contact with parents) to log any further concerns which must be shared with the DSL
- Any discussions / contact with parents must be recorded on a blue form and passed to the DSL.
- Any records should be kept factual, avoiding opinions or suspicions as these may be used as evidence if concerns escalate further.

- Pink and Blue forms are stored in the Safeguarding noticeboard in the PPA room.

- Early help means providing support as soon as a problem emerges, at any point in a child's life.
- Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:
    - Have SEND (whether or not they have a statutory EHC plan).
    - Are young carers.
    - Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.

- o Are frequently missing/going missing from care or from home.
  - o Misuse drugs or alcohol.
  - o Are at risk of modern slavery, trafficking or exploitation.
  - o Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
  - o Are returned home to their family from care.
  - o Show early signs of abuse and/or neglect.
  - o Are at risk of being radicalised or exploited.
  - o Are privately fostered.
- Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.
- All staff will be made aware of the local early help process and understand their role in it.
- The DSL will take the lead where early help is appropriate.

- If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Head Teacher (DSL) (or Deputy in his absence) who will report it to the Local Authority Designated Officer (LADO) and named Senior Officer (HR). Procedures for dealing with such allegations are outline in the Managing Allegations Against Staff Policy.
- If the concern is with regards to the headteacher, it will be referred to the chair of governors, who will report it to the Local Authority Designated Officer (LADO). The role of the Named Governor for Child Protection shall include monitoring of procedures relating to liaison with the LADO.
- Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.
- If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- Any allegations of abuse made against staff members, including those that meet the harms test, will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.
- For the purpose of this policy, the "harms test" refers to a situation where a person would pose a risk of harm if they continued to work in regular or close contact with pupils in their present position, or in any capacity.

- Where an allegation of peer on peer sexual violence or harassment is made, it must be reported to the DSL (or Deputy in his absence) who will then follow procedures outlined in the Managing Allegations of Peer on Peer Abuse Policy.

- If a child makes a disclosure of abuse:
  DO:
  - o Be accessible and receptive
  - o Listen to the pupil but try not to show your reaction as this may influence the information that they disclose
  - o Take it seriously
  - o Remain calm so that the pace of disclosure is dictated by the pupil without them being pressed for detail
  - o Use open questions such as "is there any thing else you want to tell me?"
  - o Reassure the child that they are right to tell
  - o It is acceptable to observe injuries but do not to ask a pupil to remove their clothing in order to do this
  - o Inform the DSL and seek their support
  - o Take careful records of what was said using the child's own words as soon as is practicable following the disclosure. Date, time and sign the record (Pink form). This record may be used in any subsequent legal proceedings.

  DO **NOT**
  - o Jump to conclusions
  - o Do not ask leading questions – it is not your role to investigate but to listen
  - o Press for further details
  - o Burden the pupil with guilt by asking questions like "why didn't you tell me before?"
  - o Speculate, accuse or criticise the perpetrator or make verbal judgement – the pupil might have a relationship with them
  - o Make promises you cannot keep
  - o Promise confidentiality but explain who you need to tell and why

- When recording information:
  - Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern
  - When making notes, the child's language should be used and wherever possible what they say should be written verbatim
  - Record facts and not assumption, opinion or interpretation.
  - If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow"
  - 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 DSL who may ask you to write a referral. A written referral is needed within 24 hours of the referral call.

- Any action that the named person takes when dealing with an issue of child protection must be in line with the procedures outlined in the LA Child Protection guidelines.

- The school will keep written records of concerns about children, even when there is no need to refer the matter immediately. All records are kept securely, separate from the main pupil file.

- If a child leaves St Vincent's Catholic Primary School, Child Protection records will be sent directly to the DSL in the new school. Where practically possible, a meeting with the new school to facilitate the smooth transfer of such material.

6. CONFIDENTIALITY AND COMMUNICATION

- All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.
- Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.
- Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.
- Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.
- During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.
- Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.
- Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.
- Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.
- Discussions with parents will not take place where they could potentially put a pupil at risk of harm.
- Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.
- In relation to an allegation of child on child abuse, discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.
- External agencies will be invited to these discussions where necessary.
- Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

- Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

7. INTER-AGENCY WORKING

- The school contributes to inter-agency working as part of its statutory duty.
- The school is aware of and will follow the local safeguarding arrangements.
- The school will work with Children's Social Care, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
- Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.
- The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

8. SUPPORT FOR CHILDREN

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 supporting individuals who are or thought to be in need or at risk in line with WSP procedures
- encouraging self-esteem and self-assertiveness
- challenging and not condoning aggression, bullying or discriminatory behaviour
- Providing a curriculum which teachers children how to stay safe from abuse
- The school ethos which promotes a positive, supportive, caring and secure environment and gives pupils a sense of being valued
- Ensuring that children do not feel responsibility or blame for any abuse which has occurred

9. PUPILS WITH SEND

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENDCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

10. WORKING WITH PARENTS AND 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 appropriate services which can provide support.

Where there are any doubts, the DSL should clarify with the Local Authority or Social Care whether, and if so when and by whom, the parents should be told about the referral.

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.

11. LOCAL SAFEGUARDING ISSUES AND PRIORITIES

The following issues / priorities have been identified at a local level:
- Keeping children safe from Neglect
- Reducing the emotional and physical impact of domestic violence on children's health and development
- Promoting safety of children vulnerable to CSE, trafficking, FM, FGM
- Improving the quality and consistency of safeguarding practice

At St Vincent's we ensure that our procedures take account of these local issues, and where appropriate they are built into our curriculum as outlined below to support our children to deal with these issues

12. CURRICULUM

Through our curriculum we cover many areas which relate to child protection and in particular the safety of children. At St. Vincent's Catholic Primary School, we recognise 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. So that pupils have a strong understanding of how to keep safe we use the following:

- Come and See (RE programme)
- Drug awareness
- Sex and Relationships Education
- Anti-bullying awareness
- The PSHE programme
- NSPCC session
- Police / PCSO sessions for children and parents

13. ONLINE SAFETY, MOBILE PHONES AND PHOTOGRAPHS

- As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.
- Through training, all staff members will be made aware of the following:
  - Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
  - The procedure to follow when they have a concern regarding a pupil's online activity
- The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.
- The use of mobile phones by staff and pupils is closely monitored by the school.
- The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.
- Further information regarding the school's approach to online safety can be found in the Online Safety Policy.
- Where pupils need to learn online from home, the school will support them to do so safely in line with the Pupil Remote Learning Plan and government guidance.

- Staff members will not use personal mobile phones or cameras when pupils are present.
- Staff may use mobile phones on school premises outside of working hours when no pupils are present.
- Staff may use mobile phones in the staffroom during breaks and non-contact time.
- Mobile phones will be safely stored and in silent mode whilst pupils are present.
- Staff will use their professional judgement in emergency situations.
- Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.
- Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.
- The sending of inappropriate messages or images from mobile devices is strictly prohibited.
- Staff who do not adhere to this policy will face disciplinary action.
- ICT technicians and the Computing Lead will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT technician or the Computing Lead.
- Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.
- The DPO will oversee the planning of any events where photographs and videos will be taken.
- Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the Head Teacher (DSL) will determine the steps involved.
- The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.
- Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.
- Upskirting will not be tolerated

- Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.
- A "specified purpose" is namely:
  - Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
  - To humiliate, distress or alarm the victim.
- "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.
- Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

14. ARRANGEMENTS FOR MONITORING AND EVALUATING

Safeguarding children policy and procedures in the school will be an annual agenda item on full governing body meetings. The safeguarding governor will meet with the Head Teacher and safeguarding team in order to monitor safeguarding procedures using the self-assessment audit tool produced by WSP and The Education Safeguarding Team. Findings will be reported to the relevant committee. Other indicators that will be used to whether we are being successful are:

- Attendance rates
- Number of child protection incidents / cases
- Number of bullying incidents
- Number of complaints of bullying made by parents
- Number of pupil exclusions and reasons for them
- Number and type of accidents in school
- Pupils' views
- Parents' views
- Staff views
- Governors' views from visits to school and other contacts
- Whether there are any trends or differences in outcomes, in relation to:
  - Year Group
  - Subject/curriculum area
  - Gender
  - Ethnicity
  - Pupil Premium
  - Children in Care
  - Children with SEND
  - More able children.

15. Useful Contacts

Children's Social Care (MASH): 01925 443400
Prevent co-ordinator: 01606 362147
Education Safeguarding Team: 01925 442928
Local Authority Designated Officers: 01925 443101 (Fiona Cowan)
                                      01925 443102 (Beki Byron)
Named Senior Officer (HR): 01925 442941 (Amanda Hopwood)
Child Missing Education Officer (Dave Samson): 01925 442261
NSPCC whistleblowing helpline: 0800 028 0285
Police: 101 / 999

Appendix 1: Abuse and neglect

- All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.
- All staff, especially the DSL and their deputies, will be aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).
- All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.
- When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
  - Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
  - Lack of concentration and acting withdrawn
  - Knowledge ahead of their age, e.g. sexual knowledge.
  - Use of explicit language
  - Fear of abandonment
  - Depression and low self-esteem
- All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.
- All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the Managing Allegations of Peer on Peer Abuse Policy.
- All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.
- Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

Types of abuse and neglect

Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

Appendix 2   - Female Genital Mutilation (FGM)

A definition of female genital mutilation
- For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
- FGM is considered a form of abuse in the UK and is illegal under the Female Genital Mutilation Act 2003. **Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.**
- All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.
- If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.
- Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.
  NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

Specific factors that may heighten a girl's or woman's risk of being affected by FGM
There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:
- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:
- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:
- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

How staff can make a difference
Girls who are threatened with, or have undergone FGM may withdraw from education, restricting their educational and person al development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a pupil because she appears anxious, depressed and/or emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a pupil comes to school but then absents herself from lessons, possibly spending prolonged periods in the toilets.

At St Vincent's Catholic Primary School we aim to create an environment where pupils feel comfortable and safe to discuss the problems they are facing. Pupils know they will be listened to and their concerns taken seriously. We will:
- discuss issues around FGM
- inform pupils where to find relevant information e.g. NSPCC's Helpline; Childline services; Careline; National Domestic Violence Helpline
- raise awareness of FGM among staff
- ensure the DSL is aware of the main issues around FGM
- refer pupils on to relevant agencies where appropriate

W**hat to do when you are concerned that a pupil may be at risk of, or has undergone, FGM**
Girls are most at risk from FGM during the long summer holiday, so staff should pay particular attention in the summer term and when girls return to school after the summer break. Staff should ensure that if they have any concerns around a girl's potential subjection to FGM they should immediately follow procedures outlined above.

Staff should:
- talk about FGM in a professional and sensitive manner;
- explain that FGM is illegal in the UK and that they will be protected by the law;
- recognise that FGM is child abuse and therefore a child's welfare is paramount. Informing the police and social care may well go against the wishes of the child but MUST happen;
- ensure that the girl is informed of the long term health consequences of FGM and encourage her to seek medical attention;
- ensure that safeguarding and protection is considered for any other family members.

Staff should not:
- treat any revelations merely as a domestic issue;
- ignore what the girl has told them or ignore the need for immediate protection via a referral to the police and social care;
- approach the girl's family either directly or by letter, phone, text or email.
- attempt to try an investigate the allegations

What to do if a pupil stops attending school
If a school suspects that a pupil has been removed from, or prevented from, attending school **as a result of FGM,** a referral should be made to social care and the police.

Appendix 3 - Forced marriage

For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Duress can include physical, psychological, financial, sexual and emotional pressure.

This is not the same as an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

Schools are well placed to raise concerns and take action to prevent young people from being forced into marriage whilst on extended visits to their parents' home country or that of extended family. While the majority of extended holidays or visits to family overseas are for valid reasons, this guidance aims to raise awareness amongst education professionals of children at risk of forced marriage.

Who is at risk?

Research indicates that hundreds of people in the UK (particularly girls and young women) and some as young as 7 years old are forced into marriage each year. Where the age was known, 15% of cases involved victims below 16 years, 25% involved victims aged 16-17, 33% involved victims aged 18-21, 15% involved victims aged 22-25, 7% involved victims aged 26-30, 3% involved victims aged 31+. 82% of cases involved female victims and 18% involved male victims.[1]

As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:
- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
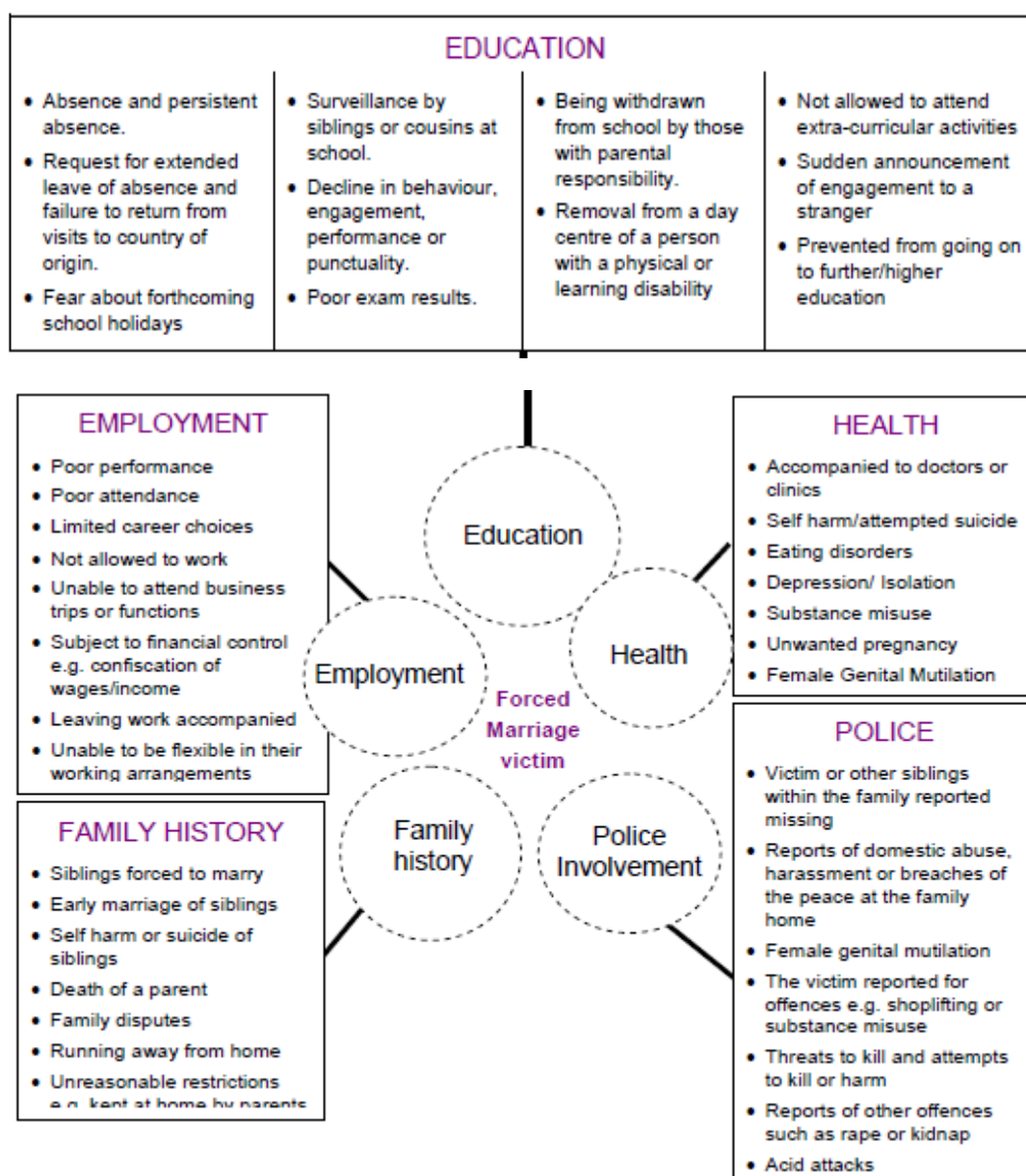- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

The key motives for forcing a child into marriage have been identified as:
- Controlling unwanted behaviour and sexuality (including perceived promiscuity such as kissing or hand-holding, or being gay, lesbian, bisexual or transgender);
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in a 'westernized manner'
- Preventing 'unsuitable' relationships, e.g. outside the ethnic, cultural religious or caste group
- Protecting 'family honour' or 'izzat'
- Rejecting a proposal of marriage
- Responding to peer group or family pressure
- Attempting to strengthen family links
- Achieving financial gain
- Ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideas
- Protecting perceived religious ideals that are misguided
- Ensuring care for a child or vulnerable adult with special needs when parents or existing carers are unable to fulfil that role
- Assisting claims for residence and citizenship
- Long-standing family commitments

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[1] Source: Forced Marriage Unit statistics January to December 2013

CHART OF POTENTIAL WARNING SIGNS OR INDICATORS[2]

EDUCATION

- Absence and persistent absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays

- Surveillance by siblings or cousins at school.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.

- Being withdrawn from school by those with parental responsibility.
- Removal from a day centre of a person with a physical or learning disability

- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

EMPLOYMENT

- Poor performance
- Poor attendance
- Limited career choices
- Not allowed to work
- Unable to attend business trips or functions
- Subject to financial control e.g. confiscation of wages/income
- Leaving work accompanied
- Unable to be flexible in their working arrangements

HEALTH

- Accompanied to doctors or clinics
- Self harm/attempted suicide
- Eating disorders
- Depression/ Isolation
- Substance misuse
- Unwanted pregnancy
- Female Genital Mutilation

FAMILY HISTORY

- Siblings forced to marry
- Early marriage of siblings
- Self harm or suicide of siblings
- Death of a parent
- Family disputes
- Running away from home
- Unreasonable restrictions e.g. kept at home by parents

POLICE

- Victim or other siblings within the family reported missing
- Reports of domestic abuse, harassment or breaches of the peace at the family home
- Female genital mutilation
- The victim reported for offences e.g. shoplifting or substance misuse
- Threats to kill and attempts to kill or harm
- Reports of other offences such as rape or kidnap
- Acid attacks

Education — Employment — Health — Family history — Police Involvement

Forced Marriage victim

What can Schools & College do to tackle Forced Marriage?

- Signposting where appropriate to further support and advice regarding forced marriage.
- Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage.
- Educating teachers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD).
- Encouraging young people to access appropriate advice, information and support.

Managing Requests for Holidays/Extended Absence

When managing requests for absence, it is useful for school clusters to share a common absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that schools liaise with each other when considering requests for leave of absence during term-time.

Where head teachers require a meeting with parents to discuss applications for extended leave of absence during term time, this can provide an opportunity to gather important information.

When parents/carers make requests for extended holiday leave, consider whether the parents/carers are volunteering information on the following:

[2] Taken from '*Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage*', HM Government (2014)

- The precise location of where the pupil is going;
- The purpose of the visit;
- The child/children know and corroborate the purpose of the visit;
- The return date and whether it is estimated or fixed.

Parents/carers may not always be able to provide a definite return date due to return flights being booked as last minute availability occurs. The circumstances triggering a trip may also necessitate a flexible return date.

You should also consider other historical factors such as:
- persistent unexplained absence from school;
- child not allowed to attend extra-curricular activities;
- close supervision of child by family/carers;
- maltreatment of siblings.

If a return date has been specified and a child has not returned to school, school must contact their Attendance Improvement Officer. In no circumstances should a school remove the student from the roll without first making enquiries about the child's disappearance and referring the case to the police and Children's Services as appropriate.

What to do if you suspect a student is being forced into marriage:
A child at risk of forced marriage or FGM may also be at risk of other forms of honour based abuse. Extreme caution should be taken in sharing information with any family members or those with influence within the community as this may alert them to your concerns and may place the student in danger.

The "one chance" rule:
Practitioners may only have **one chance** to speak to a potential victim of forced marriage and thus they may only have one chance to save a life. If a victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

What you should do:
✓ Take the issue seriously and recognise the potential risk of harm to the victim.
✓ See them on their own in a private place where the conversation cannot be overheard.
✓ Gather as much information as possible about the victim – it may be the only opportunity.
✓ Remind of their rights i.e. that they have the right to enter into marriage with their full and free consent and the right to make decisions about their lives.
✓ **Follow our child protection procedures and talk to the Senior Designated Professional without delay in order to get support from other agencies.**
✓ **The SDP should contact the Duty and Assessment Team and/or Education and Safeguarding Team**

Do not:
✗ Send the victim away and dismiss the allegation of forced marriage as a domestic issue.
✗ Inform the victim's family, friends or members of the community that the victim has sought help.
✗ Attempt to be a mediator.
✗ Involve an elder from the family, member of the community or member of professional organisation.

In cases of forced marriage, it is important that agencies do not actively initiate, encourage or facilitate family counselling, mediation, arbitration or reconciliation – whether offered by community councils, religious or professional groups. There have been cases of women being murdered by their families during mediation. Mediation can also place someone at risk of further emotional and physical abuse.

If the parents are vague about plans for overseas trips or there are other concerns amongst staff, expert advice is available from:

The Forced Marriage Unit [FMU] ✎ **020 7008 0151**
https://www.gov.uk/forced-marriage#forced-marriage-unit

This service provides advice and guidance for British nationals being forced into marriage overseas**.** The Unit also provides expert advice to professionals, especially those confronted by it for the first time.

If a situation is urgent you should call 999

Further Guidance and references:
Please visit **https://www.gov.uk/forced-marriage** for further information practice guidelines and resources for professionals protecting, advising and supporting victims.

Multi-Agency Statutory Guidance for dealing with forced marriage **2014:** Guidance is for all persons and bodies who exercise public function in relation to safeguarding and promoting the welfare of children and vulnerable adults.

Multi-Agency practice guidelines: Handling cases of forced marriage **2014:** Step-by-step advice for frontline workers. This is essential reading for health professionals, educational staff, police, children's social care, adult social services and local authority housing.

E- Learning for professionals: The Forced Marriage Unit has designed an e-learning training package to support professionals, including education, social and health care professionals, police officers, housing officers, the voluntary sector and others dealing with forced marriage in the course of their work.
Using real life case studies, the training gives professionals a basic understanding of the main issues surrounding forced marriage, how cases can present and how to respond appropriately. This tool complements the multi-agency practice guidelines for professionals and should be read alongside the training. You can access the tool on the **Forced marriage eLearning website**

But It's Not Fair by Aneeta Prem is a fictional account of different perspectives on forced marriages that's useful reading for school children and teachers. The publication is free and can be ordered from the FMU or downloaded.

Promoted by the FMU, the organisation **http://www.freedomcharity.org.uk/** has produced a very clever app that offers help, assistance and instruction to children, friends of children, professionals with an interest and any other parties.

Forced Marriage: A Survivors Handbook – guidance and advice for victims or potential victims of forced marriage.

Marriage: it's your choice: these are business-card sized and contain contact details for the FMU. They can be given to any potential victim. They are small enough to be placed in wallets/purses.
All schools can prominently display posters/ leaflets with guidance and contact information for those who are worried about forced marriage and FGM. A variety of resources can be accessed from Foreign & Commonwealth Office and Home Office pages: https://www.gov.uk/forced-marriage

Appendix 4 – Child Sexual Exploitation

The Identification of children at risk of sexual exploitation
A recent inquiry undertaken by the Office of the Children's Commissioner reported that at least 16,500 children were identified as being at risk of children sexual exploitation during one year. The same research also estimates that the actual numbers of children at risk of and suffering child sexual exploitation are much higher because professionals in the study did not always recognise and respond appropriately to the issue. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation. This guidance aims to raise the awareness of child sexual exploitation in order to support education professionals to identify and respond appropriately to pupils at risk.

What is 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.

Who is at risk?
Child sexual exploitation can happen to any young person from any background. Although the research suggests that 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 protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST
The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited.

The following are typical **vulnerabilities in children prior to abuse**:
- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless

- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are **already being sexually exploited.**
- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide
- Having older boyfriends or girlfriends

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. If you identify a child who you consider to be suffering from or at high risk of CSE, it is important that the Senior Designated Professional (SDP) in school is informed so that they can contact Children's Services.

Consent?
The report from the Office of the Children's Commissioner also highlights confusion about issues of consent to sexual activity amongst professionals *and* victims of CSE. Professionals frequently described victims of sexual exploitation as being 'promiscuous', 'liking the glamour', engaging in 'risky behaviour' and generally presenting with challenging behaviour.
In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:
- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;
- non consensual sex is rape whatever the age of the victim; and
- if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

What can schools do to tackle Child Sexual Exploitation?

1. Training and Awareness
The SDP should ensure that all staff and volunteers who work with children and young people are made aware of Child Sexual Exploitation and the indicators of concern in order to identify and respond to concerns at an early stage.

2. Promotion of healthy relationships through the curriculum
Educational institutions play an important role in helping children and young people gain an understanding of acceptable and unacceptable relationships and sexual behaviour and to gain a sense of self-worth and respect for others. The PSHE curriculum, including Sex and Relationship Education (SRE), provides a vehicle for this important learning which can help prevent children and young people becoming involved in sexual exploitation.

By enabling children and young people to explore what makes a safe and healthy relationship, schools can help to develop the awareness and skills to recognise and manage potential risks of harm, stay safe and seek help if they need it. It is important that this message is repeated throughout a child's time at school to support prevention through the promotion of safe practices. Both primary and secondary schools have a vital role to play in this preventive education and awareness raising.

3. Identification
Schools may wish to map pupils against the CSE vulnerabilities checklist provided in this document and target interventions appropriately with regular review.

In addition, schools should be vigilant to the link between children going missing and the risk of CSE. The SDP should ensure that attendance staff and those monitoring truancy during the school day are fully briefed on CSE and monitor/log unexplained absences and those pupils leaving during the school day with the potential for CSE in mind.

Many schools ensure a staff presence at entrances/exits to the school at the beginning and end of the school day. These staff should be mindful of who is dropping-off and collecting pupils; gather details, including vehicle details, if there are any concerns.

4. Referral

> **What to do if you are concerned about a child:**
>
> **If you have concerns that a child is at risk of or suffering Child Sexual Exploitation you should contact Children's Services without delay on**
> **443404.**
>
> **In all referrals and consultations with other agencies, it is important that you are clear that you believe the child is at risk of or is a victim of sexual exploitation.**

5. Useful Contact Numbers and Websites:

In an emergency call the police – **999**

Women's Aid and Refuge run the 24hr National Domestic Violence Helpline – **0808 2000 247**
They also provide guidance and support to those experiencing domestic abuse. Further information about the services they offer can be found at www.womensaid.org.uk

Broken Rainbow UK Broken Rainbow is the first and only UK organisation dedicated to confronting and eliminating domestic violence and abuse within and against the LGBT communities. Further information about their services can be found at www.brokenrainbow.org.uk and they can be contacted on **0845 2 60 55 60**

Missing People is a national charity that provides advice and support to missing people and their families. Further information about their services can be found at www.missingpeople.org.uk and they can be contacted on **116 000**

The Samaritans – www.samaritans.org - **08457 90 90 90**

The National Stalking Helpline provides guidance and information to anyone who is currently or has previously been affected by harassment or stalking. Further information about the services they offer can be found at www.stalkinghelpline.org and they can be contacted on **0808 802 0300**

FRANK provide confidential drugs advice – further information can be found at www.talktofrank.com or they can be contacted on **0300 123 6600**

DVD/Films
'My Dangerous Loverboy' www.mydangerousloverboy.com
Website which includes short DVD films, e.g. animation called 'Me, Jenny and Kate', the trailer for the film of 'MDL' and details of resources and projects, e.g. 'Love and Lies' education pack.

'Sick Party' www.genesisleeds.org.uk/sick-party-dvd-clip
'Sick Party' DVD is produced by Eddy Marshall, Genesis 2013 Basis – Increasing Safety Reducing Risk.
Tel: 0113 243 0036

'THINK AGAIN' www.mesmac.co.uk/blast-resources
Resource pack with DVD to work with boys/young men – Blast Project

'East Enders Plot – Tiffany' www.cse.siyonatech.com/
The sexual exploitation of young people – can you recognise the signs (Child Line and Association of Police Officers) – Eastenders plot 20 minute clip

'THISTLE' www.blaenau-gwent-lscb.org.uk/thistle.html
A short awareness film – 7 minutes – on CSE, made by young people for young people with Gwent Police

Organisations
National Working Group http://www.nwgnetwork.org/
 You can sign up to this organisation to receive newsletters and access resources
Barnardo's - Tackling Child Sexual Exploitation
CEOP (Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify online and offline threats to children and young people. More information about their work can be found at www.ceop.police.uk

BLAST! Project for boys and young men www.mesmac.co.uk
This website provides support and guidance for boys and young men experiencing sexual exploitation. Their website contains information and resources for young people and professionals around CSE.

Governmental Reports
Department for Education (2011) *Tackling Child Sexual Exploitation: Action Plan (*2011) and *Progress Report* (July 2012) https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan

Department for Children, Schools and Families (2009) *Safeguarding Children and Young People from Sexual Exploitation: Supplementary Guidance to Working Together to Safeguard Children* https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance

Department for Education (2012) *What to do if you suspect a child is being sexually exploited: A step-by-step guide for frontline practitioners* https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

Department for Education (2014) *Health Working Group Report on Child Sexual Exploitation*
https://www.gov.uk/government/publications/health-working-group-report-on-child-sexual-exploitation

Reports on CSE
Barnardo's (2011) Puppet on a string: the urgent need to cut children free from sexual exploitation
http://www.barnardos.org.uk/ctf_puppetonastring_report_final.pdf

Barnardo's (2012) Tackling child sexual exploitation: Believe in Children: Barnardo's Helping Local Authorities to develop effective responses
http://www.barnardos.org.uk/tackling_child_sexual_exploitation.pdf

Child Exploitation and Online Protection Centre (CEOP) (June 2011) Out of Mind, out of Sight: breaking down the barriers to understanding child sexual exploitation
http://ceop.police.uk/Documents/ceopdocs/ceop_thematic_assessment_executive_summary.pdf

Child Line (2012) Caught in a trap: the impact of grooming in 2012 https://www.nspcc.org.uk/news-and-views/our-news/nspcc-news/12-11-12-grooming-report/caught-in-a-trap-pdf_wdf92793.pdf

Children's Commissioner (November 2012) 'I thought I was the only one. The only one in the world' The Office of the Children's Commissioner inquiry into child sexual exploitation in gangs and groups: Interim Report http://www.childrenscommissioner.gov.uk/content/publications/content_636

Harper, Z. and Scott, S. (2005) Meeting the needs of sexually exploited young people in London: Summary Report. Barkingside: Barnardo's [online]. Available at: www.barnardos.org.uk/full_london_report.pdf

Jago, S. and Pearce, J. (2008) Gathering evidence of the sexual exploitation of children and young people: a scoping exercise. University of Bedfordshire
http://www.beds.ac.uk/__data/assets/pdf_file/0018/40824/Gathering_evidence_final_report_June_08.pdf

Lillywhite, R. and Skidmore, P. (2006) Boys are not sexually exploited? A Challenge to Practitioners. Child Abuse Review, Vol. 15, pp.351-361 http://mesmac.co.uk/files/boys_are_not-a_challenge_to.pdf

www.trixonline.co.uk/website/index.htm - brief reports on CSE/Grooming and Gangs (2013-14)

Domestic Violence
Safety plan for teenagers experiencing relationship abuse: support for professionals
www.nspcc.org.uk/Inform/resourcesforprofessionals/abusiverelationships/safety-plan-guidance_wdf99874.pdf

Further information and local resources

www.paceuk.info/ - **Parents Against Child Sexual Exploitation** - comprehensive website containing information and advice about Child Sexual Exploitation. The site is aimed specifically at parents but also contains some information for professionals.

Appendix 5 - Private Fostering Guidance for Schools and other Education Settings

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

> **A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.**
>
> **A private fostering arrangement is <u>not</u> a when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.**

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer.

Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Who may be privately fostered?
This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover.

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison;
- Children sent to this country, for education or health care, by parents who live overseas;
- A child living with a friend's family because they don't get on with their own family;
- Children living with a friend's family because of their parents' study or work;
- Children staying with another family because their parents have separated or divorced;
- Teenagers living with the family of a boyfriend or girlfriend;
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families;
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians';
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers.

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made to Warrington Children's Services.

What to do if you are aware of a private fostering arrangement:
By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Services are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Services if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for
- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What schools can do:
- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur;
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Professional for safeguarding (SDP);
- The SDP or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement

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If you believe that a private fostering arrangement has not been reported to Children's Services you should contact them directly:

Customer Services Centre: 443404

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures.

What happens after the Local Authority is notified?
When the Local Authority receives notification about a private fostering arrangement, Social Care will arrange for a colleague to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person. This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required. Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

Further Guidance & Resources:

- http://privatefostering.org.uk/

- 'Child Trafficking and Private Fostering', ECPAT UK

Appendix 6 – Preventing Radicalisation and Extremism in School

WHAT IS 'EXTREMISM'?
Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.
"In assessing the drivers of and pathways to radicalisation, the line between extremism and terrorism is often blurred. Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others)".
[*Prevent Strategy 5.34*]

"Terrorist groups can take up and exploit ideas which have been developed and sometimes popularised by extremist organisations which operate legally in this country. This has significant implications for the scope of our Prevent strategy. Evidence also suggests that some (but by no means all) of those who have been radicalised in the UK had previously participated in extremist organisations" *(Prevent Strategy - opening summary to chapter 5)*

WHY IS IT IMPORTANT FOR SCHOOLS TO DISCUSS EXTREMISM?
Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal. "We believe that schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. According to a survey by the UK Youth Parliament in August 2008, 94% of young people said they thought schools were the best environment in which to discuss terrorism. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda" (*Prevent Strategy*).

We also need to recognise that, young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. "Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism" *(Prevent Strategy)*
Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of their safeguarding responsibilities.

Extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. There is a need to empower learners to come together, with their families and the wider community, to expose extremism to critical scrutiny and reject violence and intolerance in whatever forms they take and whether it be from animal rights activists, ecological protesters, Al Qaida-influenced groups, Irish republican terrorists, racist and fascist organisations or far-right extremist groups.

Publicly funded schools remain under a duty to promote community cohesion. Schools can give learners the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision-making about important and real issues.
So the tasks facing schools and colleges are to:

- raise awareness;
- provide information;
- enable learners to make a positive contribution; and
- safeguard young people.

Values and leadership strategies underpin the ethos of the school to plays a positive role model in preventing extremism. These should be developed, understood and shared by leaders at all levels in the school; governors, the senior leadership team and all staff and then made explicit to pupils, parents and the community served by the school.

Possible school actions:
- Creating explicit value statements that are inclusive of all students
- Reviewing curriculum and pupil participation and safeguarding processes
- Developing critical personal thinking skills and using curriculum opportunities including small group work
- Implementing social and emotional aspects of learning
- Exploring and promoting diversity and shared values between and within communities
- Challenging Islamophobia, anti-Semitism and other prejudices
- Supporting those at risk of being isolated
- Building ties with all local communities, seeking opportunities for linking with other schools
- Using 'Safe to learn' anti-bullying strategies to minimise hate and prejudice based bullying
- Using restorative approaches to repair harm caused

Leadership & management
Ofsted Inspectors assess the leadership and management of the school as part of their inspection.

Possible school actions to demonstrate good leadership and management:
- Working with Safer School Partnerships police officers and Local Authority 'Prevent' staff to deliver training to staff, parents and governors.
- Facilitating a session of Act Now or Internet Safety with local police, and inviting teachers, parents and governors.
- Promoting equal opportunity and tackling discrimination to challenge the ideology that underpins extremist belief.
- Using the Manchester Metropolitan University lesson plans and teaching resources which help pupils to learn to understand others, to value diversity and promote shared values.

Effective school leadership and management could include:
- focusing on the leadership, values and ethos of the school;
- focusing on learning, teaching and the curriculum;
- focusing on learner support processes;
- focusing on the management of risks and responding to events;
- focusing on the relationship between the school and its community; and
- focusing on the evaluation of the progress being made.

http://www.ofsted.gov.uk/resources/framework-for-school-inspection-january-2012/

Learning, teaching and the curriculum
In approaching the issues outlined above through an entry point of learning, teaching and the curriculum therefore requires some thought to be given to teacher style. A curriculum and pedagogy for learners to support them in achieving the goals outlined above could include:
- promoting knowledge, skills and understanding to build the resilience of learners;
- exploring controversial issues;
- recognising local needs;
- challenging extremist narratives;
- promoting universal rights;
- promoting critical analysis; and
- promoting pro-social values.

Many schools already do a number of things to contribute to these goals such as helping learners develop knowledge of religion, history, geography, citizenship, being critically aware of the role of different media and knowledge of current affairs. Schools can also help learners develop the skills to critically evaluate controversial issues. They provide safe places for learners and they provide opportunities for learners to meet people from backgrounds other than their own.

Teaching controversial issues
Effectively tackling controversial issues can help learners challenge the perceptions and misconceptions of their own and others'. To do this classroom practices can include:
- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue; and
- affirming multiple identities.

The police non-emergency number 101

Crimestoppers 0800 555 111

Anti-Terrorism Hotline 0800 789 321

Appendix 7: Children Missing Education

All information has been taken from the PAN Cheshire guidance

1. Definition

"Children missing from education" refers to all children of compulsory school age:

- Who are not on a school roll or being educated otherwise (e.g. privately or in alternative provision) for example children of travelling communities or immigrant families who never are registered for education; or

- Who have been out of any educational provision for a substantial period of time (usually agreed as ten days without provision of reasonable explanation).

Each year children either fail to start in a new school or appropriate education provision or become lost from school rolls or fail to re-register at a new school when they move home.

2. Risks

These 'missing' children can be vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish the reasons for the child being missing at the earliest possible stage.

Possible reasons that should be considered include:

- Failure to start appropriate provision and never enter the system;

- Stopped attending, due to illegal exclusion or withdrawal by parent/carers;

- Failure to complete a transition between schools;

- Children from refugee and asylum seeking families;

- Children from families who are highly mobile;

- Children at risk of a forced marriage;

- Children experiencing abuse and neglect.

Children who remain disengaged from education are potentially exposed to higher degrees of risk such as anti-social behaviour and/or sexual exploitation.

Families moving between local authority areas can sometimes lead to a child becoming 'lost' in the system and consequently missing education. Where a child has moved, local authorities should check with other local authorities - either regionally or nationally - and share information in order to ascertain where a child has moved. Once the location of the child is established, the relevant local authority must ensure that the child is receiving an education either by attending a school or otherwise.

3. Indicators
Schools

As a result of daily registration, schools are particularly well placed to notice when a child has gone missing. If a member of school/educational establishment/college staff becomes aware that a child may have run away or gone missing, they should try to establish with the parents/ carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding teacher/advisor should, together with the class teacher, assess the child's vulnerability.

In the more general circumstances of a child going missing who is not known to any other agencies, the Head Teacher should inform the Pupil Tracking Officer and Education Welfare Officer of any child who has not attended for 10 consecutive schools days without provision of reasonable explanation.

Other Agencies

Where any agency in contact with children and families believes that a child is not on the roll of a school or receiving education otherwise, then this information should be passed to the Pupil Tracking Officer with any details they have of the child in question.

Pupil Tracking Officer

The Pupil Tracking Officer should ensure through the Education Welfare Officer that reasonable enquiries are made - e.g. home visits, liaison with Children's Social Care Services and/or Housing - and notify the school if it appears that the child has moved out of the area.

If no information is forthcoming within 2 days, the Pupil Tracking Officer should alert her/his manager, who should inform Children's Social Care Services and the Police in writing.

4. Protection and Action to be Taken

Head teachers should inform the Pupil Tracking Officer and the child's social worker immediately a child subject to a Child Protection Plan is missing.

In the following circumstances a referral to Children's Social Care and /or the police should always be made promptly:

- The child may be the victim of a crime;

- The child is subject of a Child Protection plan;

- The child is subject of s47 enquiries;

- The child is looked after;

- There is a known person posing a risk to children in the household or in contact with the household;

- There is a history of the family moving frequently;

- There are serious issues of attendance.

Where a child on a school roll is missing, the child's name may not be removed from the school roll until s/he has been continuously absent for at least 4 weeks and both the school and the education service have failed, after reasonable enquiry, to locate the pupil and her/his family. After 4 weeks the child's Common Transfer file should be uploaded to the Department for Education secure site for the transfer of pupil information when a pupil moves between schools. The CME Officer in the Local Authority must also be informed.

In these circumstances the child's name is kept on a centrally held register, and should be clearly identified as missing from education.

Where the child's name has been removed from the school roll, but s/he has not been located, the Head Teacher should arrange for the pupil's records to be retained until the child is located. They may be held centrally according to local arrangements.

Where a Head Teacher has been notified by a parent that a pupil is receiving education other than at school, and has removed the child's name from the school roll, notification must be given to the education service within 10 school days; the pupil's records should then be transferred to the education service to be stored in accordance with local arrangements.

If a school receives a new pupil without receiving information about the pupil from his or her previous school, the school should contact the Pupil Tracking Officer.

If the Pupil Tracking Officer becomes aware the child has moved to another school s/he should ensure all relevant agencies are informed and arrangements made to forward records from the previous school.

5. Issues

A child missing from education is not in itself a child protection matter, and there may be an innocent explanation for this. However, regular school attendance is an important safeguard and unexplained non-attendance can be an early indicator of problems, risk and vulnerability.

Schools should endeavour to deal with this problem in three ways; by preventing poor school attendance and truancy; acting once absence occurred to establish children's safety and try to get them back to school; and taking action to trace children whose whereabouts were not known.

Further Information

This guidance should be read in the context of the statutory duties upon local authorities and parents as set out in the following:

- **The Education Act 1996**;
- **The Education Act 2002**;
- **The Children Act 1989**;
- **The Children Act 2004**;
- **Statutory guidance for local authorities: Children missing education (January 2015)**;
- **The Education (Pupil Registration) (England) Regulations 2006**, as amended (Education law regarding pupil registration where a child is on a school role): **The Education (Pupil Registration) (England) (Amendment) Regulations 2013**.

In particular the guidance provides for professionals seeking to exercise their duty under the following Acts to ensure that their functions are discharged having regard to the need to safeguard and promote the welfare of children.

- **Section 175 of the Education Act 2002**;
- And **Section 11 of the Children Act 2004**.

Additionally, this guidance seeks to ensure that the duty to co-operate to improve the well-being of children under section 10 of the Children Act 2004[32] is discharged. All schools will have a designated teacher for looked after children. These teachers are ideally placed to assist when identifying those looked after children currently in school who may be at greater risk of going missing from education.

Appendix 8: Child criminal exploitation (CCE)

For the purpose of this policy, "child criminal exploitation" is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

Identifying cases

School staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

Appendix 9: Mental health

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

11.2   Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

11.3   Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

11.4   Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

11.5   The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

Appendix 10 - Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to Children's Social Care where a child is being harmed or at risk of harm.

Appendix 11 - County lines criminal activity

For the purpose of this policy, "**County lines criminal activity**" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Appendix 12 - Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Appendix 13 - Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Appendix 14 - Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.