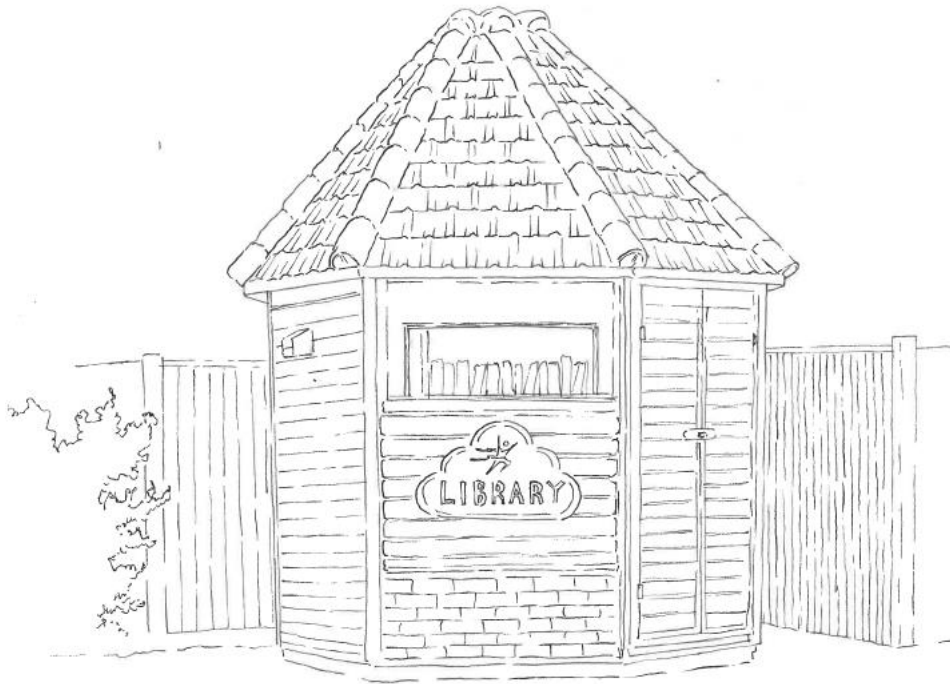




## Brown's School Safeguarding Policy



<b><u>Full Name of Policy</u></b>	Safeguarding Policy
<b><u>Date of Approval</u></b>	January 2021
<b><u>Date of Next Formal Review</u></b>	September 2021



## **Introduction:**

At Brown's School we are committed to safeguarding children and young people and expect all staff, including volunteers, to play an active part in protecting children and young people from harm. Staff in our school take all welfare concerns seriously and encourage children and young people to talk to us about any worries they may have. We believe that the school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

This policy has been developed in accordance with the guidance from Working Together to Safeguard Children (DFE) 2018 (including February 2019 and December 2020 updates) and Keeping Children Safe in Education (DFE) 2020

The definition of safeguarding in Keeping Children Safe in Education 2020 is as follows:

- ∞ protecting children from maltreatment;
- ∞ preventing impairment of children's mental and physical health or development;
- ∞ ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- ∞ taking action to enable all children to have the best outcomes.

The Headteacher and Senior Leadership Team of Brown's School consider at all times, what is in the best interests of the child and ensure that there is a child centred and coordinated approach to safeguarding. To ensure that staff are fully supported in safeguarding pupils the school has a Designated Safeguarding Lead (DSL) and an appointed designated teacher for 'Looked After Children (LAC)' and previous LACs.

**Designated Safeguarding Lead:** Mrs Denise Mitchell, Business and Admissions Manager (01689 876816), [info@brownsschool.co.uk](mailto:info@brownsschool.co.uk)

**Designated Teacher for 'Looked After Children':** Mr George Mitchell, Acting Headteacher (01689 876816), [georgemitchell@brownsschool.co.uk](mailto:georgemitchell@brownsschool.co.uk)

**Proprietor:** Ms Elaine Lovett, ( [headteacher@brownsschool.co.uk](mailto:headteacher@brownsschool.co.uk)

**Chair of Governors:** Ms Sarah Mortiboys: [sarahmortiboys@brownsschool.co.uk](mailto:sarahmortiboys@brownsschool.co.uk)

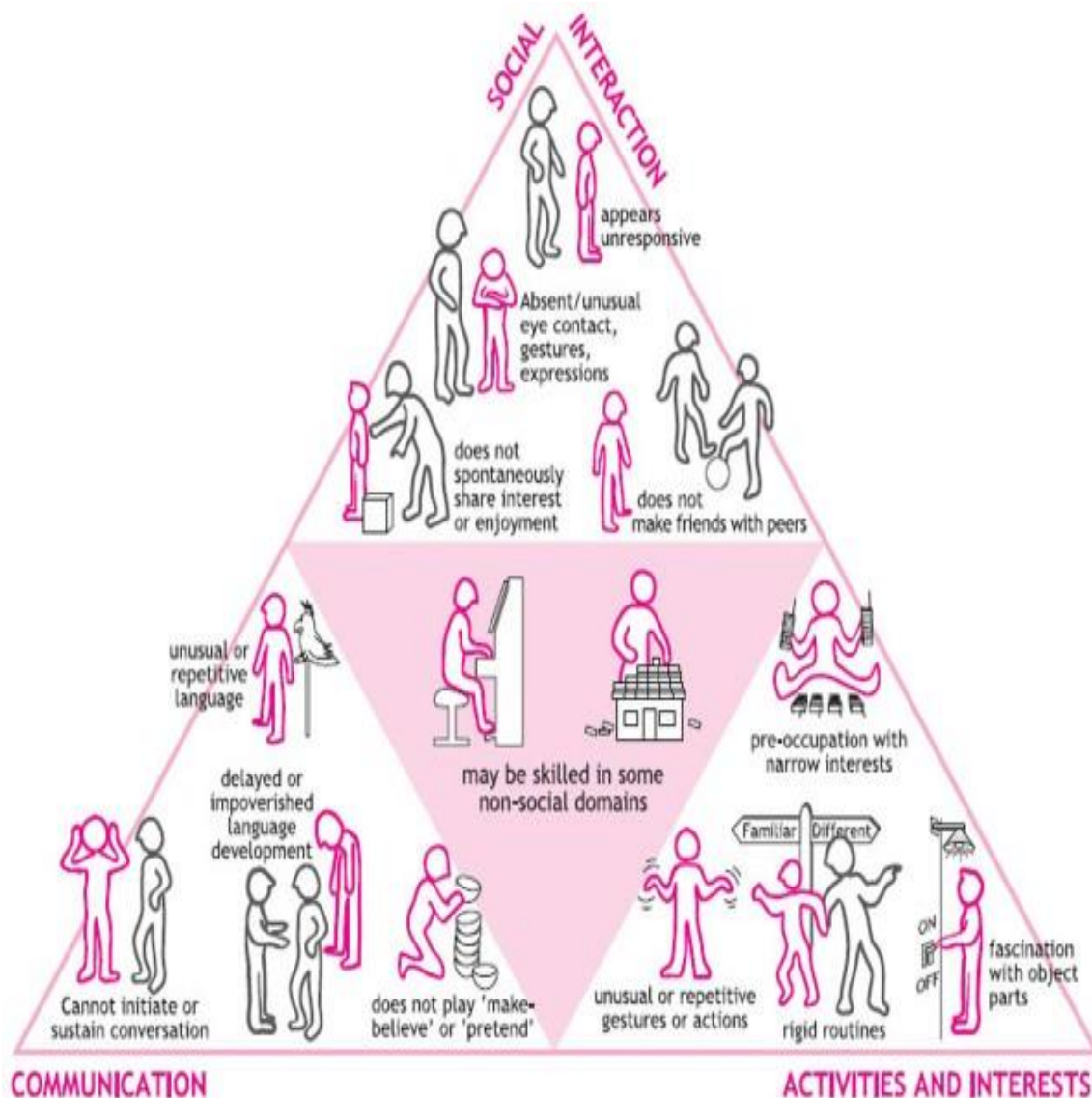
**Governor responsible for Safeguarding:** Ms Lucy Stevens: [lucystevens2@brownsschool.co.uk](mailto:lucystevens2@brownsschool.co.uk)

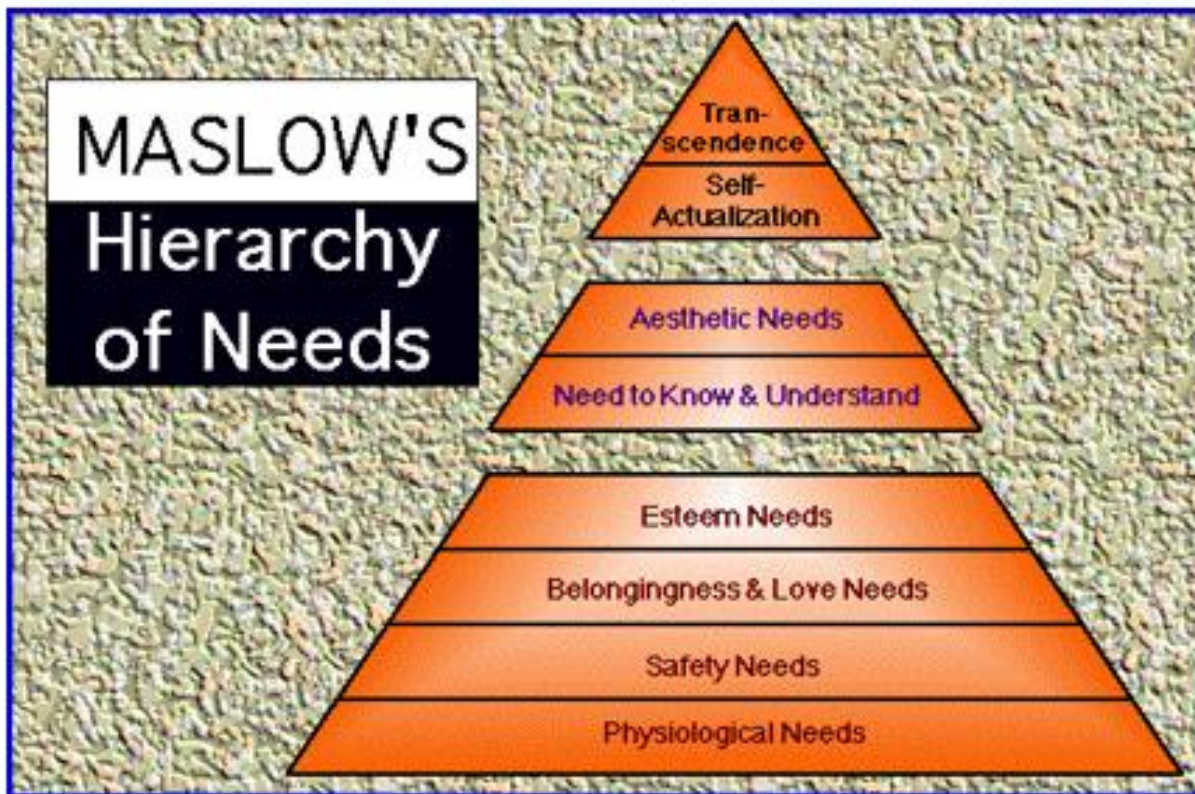
**Lead Officer for Education Safeguarding and Education Local Authority Designated Officer (LADO):** Ms Gemma Taylor, 0208 461 7669, [lado@bromley.gov.uk](mailto:lado@bromley.gov.uk)



Brown's is a specialist school and staff are mindful of the fact that children with special educational needs and disabilities have a higher risk of being isolated by their peers and are disproportionately affected by bullying. The school has a high level of mentoring and pastoral care to ensure that all children are supported in these areas. Pupils are explicitly taught social skills on a weekly basis by the school's Speech and Language Therapist and these skills are reinforced and modelled by staff throughout the day. Pupils also have opportunities to learn these skills through a carefully considered PSHE programme. A member of the Pastoral Care Team is available at all times to support pupils with concerns or worries and each pupil has an individually chosen listening ear (trusted adult). The school's therapy team, including Speech and Language Therapy, Occupational Therapy and Clinical Psychology, also support identified vulnerable pupils. Pupils also have the opportunity to confide in their peers through regular peer mentoring sessions.

Staff do not assume that if pupils are behaving in particular or different ways to their norm, or are looking distressed, that this is part of their disability or special education need but consider that this could be a sign of the potential for abuse.





The triad of impairment (Figure 1, above, originally devised in 1979 by Lorna Wing and Judy Gould) is a useful tool to refer to when educating pupils with complex needs (especially those with an ASD diagnosis).

Maslow's Hierarchy of Needs is another useful tool for educators. Many of the pupils at Brown's have a diagnosis of complex, co-occurring difficulties. Often behaviours displayed by our pupils are consistent with their individual diagnosis and make learning difficult.

**Aims:**

The aims of our Safeguarding and Child Protection Policy are:

- ∞ To support the child's development in ways that will foster security, confidence and independence.
- ∞ To provide an environment in which children and young people feel safe, secure, valued and respected and in which they can learn.
- ∞ To raise awareness of all staff, including volunteers, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of physical, sexual and emotional abuse, as well as neglect (see appendix 1).
- ∞ To provide a systematic means of monitoring children known or thought to be at risk of harm and support those children within school.





- ∞ To develop and maintain a structured procedure within the school for identifying and reporting cases of suspected abuse which will be followed by all members of staff.
- ∞ To develop and promote working relationships with other agencies involved in safeguarding children, particularly Social Care and the Police ('Working Together to Safeguard Children', 2018).
- ∞ To ensure that the school practises safe recruitment in checking the suitability of staff and volunteers to work with children, including verification of their identity, taking up references, an enhanced DBS check and a barred list check.
- ∞ To ensure that staff are aware of policies for safe practices including anti-bullying, behaviour, health and safety and internet safety.
- ∞ To ensure that all parents/carers are aware of the school's Safeguarding and Child Protection Policy. An updated version of the policy is on the school website and it is also available as a hard copy from the school office.
- ∞ To ensure that appropriate filters and monitoring systems are in place in order to keep pupils safe online within school.
- ∞ To ensure that pupils are explicitly taught about safeguarding, including online safety, through the curriculum in PSHE and Social Skills lessons as well as specified days throughout the year, e.g. Safer Internet Day, Cyberbullying Day. Parents and students also sign an Acceptable Use Policy which helps the school minimise inappropriate use of the internet and mobile phones during the school day. Due to the nature of our pupils' needs, they are not allowed unsupervised use of personal electronic devices whilst they are at school.

**Staff:**

- ∞ All members of staff and the Governor responsible for safeguarding are provided with a copy of the school's Safeguarding and Child Protection Policy, Code of Conduct and Behaviour Policy at induction and receive safeguarding induction training so that they understand school procedures, understand the role of the DSL and know who to report a concern to. Staff will also receive the Staff Handbook which references staff discipline, grievance policy and whistleblowing policy and a copy of 'Keeping Children Safe in Education' - Part one: 'safeguarding information for all staff' and Annex A.
- ∞ All members of staff receive appropriate safeguarding and child protection training which is regularly updated and, in addition, receive updates during staff meetings and inset days. This is delivered termly and includes updates on issues such as Child Sexual Exploitation, Child Criminal Exploitation, including County Lines, Domestic Abuse, Female Genital Mutilation, Honour-based Abuse (see appendices).



- ∞ Staff are given the opportunity to contribute to the Safeguarding Policy and are encouraged to discuss the safeguarding issues affecting the school during regular weekly staff meetings.
- ∞ The names of the DSL is clearly advertised in the school and on the school website.
- ∞ Staff understand that any concerns should be reported to the DSL. Concerns are recorded by staff on a designated Safeguarding Concern Sheet and given to the DSL so that written records may be kept. Concern forms are kept in a file directly outside of the school's safeguarding office. Staff can discuss any concerns with the DSL in the first instance, however all verbal conversations should be promptly recorded on the concern form. If the DSL is not available, staff should speak to another member of the Senior Leadership Team. Staff are made aware that any staff member who has concerns about a pupil can refer directly to Children's Social Care in exceptional circumstances such as an emergency or a genuine concern that appropriate action has not be taken. The DSL will give staff feedback on any action taken, where appropriate.
- ∞ If a staff member has a concern about another staff member, this should be referred directly to the Headteacher, or where that is not possible, to the DSL. Any concerns about the Headteacher should go to the Chair of Governors (see details on page 1) and concerns about the Proprietor should be made directly to the LADO.
- ∞ Any member of staff found not suitable to work with children will be notified to the appropriate bodies.
- ∞ Staff are aware of the early help process through the Common Assessment Framework (CAF) system and understand that they should liaise with the DSL to report any emerging problems which they have identified regarding pupils.
- ∞ Staff are aware that the school has a Whistleblowing Policy and this should be adhered to. Should a staff member feel unable to raise an issue with the Headteacher or management, the NSPCC Whistleblowing helpline is available to staff to call for advice (0808 800 5000) Monday to Friday from 8.00 am to 8.00 pm and email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- ∞ Staff recognise that children are capable of abusing their peers and understand the different forms of peer on peer abuse. The school does not tolerate any form of peer on peer abuse. Any allegations of this will be investigated and dealt with following the procedures in the school's Behaviour Policy. Referrals to outside agencies will be made if appropriate. Any victims of peer on peer abuse will be supported by their trusted adult in school, and/or the pastoral care team, and/or the therapy team, as appropriate. The school has a separate Peer on Peer Abuse policy.



### **Training:**

- ∞ The DSL has completed Safeguarding for named and designated Lead Professionals (Level 3/Group 5).
- ∞ All staff have completed the basic child protection/safeguarding training (Group1/2) delivered by Ken Palmer, Independent Safeguarding Trainer for Schools. The DSL updates staff on safeguarding and child protection issues in staff meetings and during inset training days throughout the school year.
- ∞ Five members of the school's Senior Management Team have attended Safer Recruitment Training delivered by the Safer Recruitment Consortium.
- ∞ All staff have attended WRAP training by Paul Smith UKCT Support Services Ltd, in line with Government recommendations under the Counter Terrorism and Security Act 2015 (The Prevent Duty) and/or have completed updated online training.
- ∞ Staff are regularly Team Teach (95% de-escalation, 5% restraint) trained so that they are confident to deal with any incidences of positive handling which may arise. All incidents are recorded formally in the school's 'Bound and Numbered book'. Positive Handling Plans for identified students help to reduce the use of physical restraint. The school recognises that there are times when an appropriate form of contingent touch, e.g. an arm around the shoulder, can be used when a child is upset. Staff are encouraged to use their professional knowledge, judgement and experience in such circumstances.

### **Responsibilities of the Designated Safeguarding Lead**

The Designated Safeguarding Lead is a member of the school's Senior Leadership Team and, as a member of the Pastoral Care Team, is suitably placed to support staff and pupils alike with any worries or concerns they may have. The DSL is completely independent from the Proprietor and any family members who are employed at the school.

The DSL will:

- ∞ Ensure she/he undergoes formal safeguarding training every two years and also updates knowledge and skills at regular intervals, but at least annually, in order to update staff on safeguarding issues.
- ∞ Refer a child if there are concerns about possible abuse and/or immediate serious harm to Social Care. Referrals to Social Care should be made on the day of disclosure and followed up in writing within 24 hours.
- ∞ Take responsibility for written records on concerns about a child and ensure that all such records are kept confidentially and securely and away from the main pupil files.



- ∞ Be aware of pupils who have a social worker.
- ∞ Promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including those with a social worker, are experiencing, or have experienced, with other staff.
- ∞ Staff therefore recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. The school takes these needs into account when making plans to support pupils who have a social worker and the DSL ensures that she remains in regular contact with the social worker, attending Child in Need or Child Protection meetings as appropriate, to ensure the best outcome for these children or young people.
- ∞ Liaise and share information with other agencies and professionals to ensure the welfare and safety of the child. This includes attending case conferences or other multi-agency planning meetings, writing reports and contributing to assessments. The DSL understands that any assessment should take into account risks outside the home/family (contextual safeguarding) and will ensure that any reports or assessments contain a comprehensive account of the child's social sphere, including exploitation by criminal gangs and organised crime groups such as county lines, trafficking, online abuse, teenage relationship abuse, sexual exploitation and the influence of extremism.

Ensure that the following procedures are carried out for any pupil who is on the Child Protection Register: on day **one** of any absence from school the DSL will telephone the home. If there is no reply from the home and/or there are concerns for the child's wellbeing the DSL will contact Social Care.

- ∞ Ensure that any new concern or relevant information about a child with a Child Protection Plan is passed to the child's allocated social worker on the same day
- ∞ Report any suspicion of a Private Fostering Arrangement to Social Care. Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a 'carer' without the knowledge of the local authority, for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, we understand that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or may be involved in trafficking, child sexual exploitation or modern-day slavery. Staff know that they should notify the DSL if they become aware of private fostering arrangements. The DSL will then speak to the family involved to check that they are aware of their duty to inform the local authority. On admission to the school, the DSL who is also the Business and Admissions Manager will take steps to verify the relationship of the adults to the child who is being registered.





- ∞ Initiate the Common Assessment Framework (CAF) process if:
  - staff concerns are raised around the progress of a pupil in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing.
  - pupil/parent make a request for extra support.

### **Supporting Children:**

At Brown's school pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Pupils are taught to recognise when they are at risk and how to get help when they need it in lessons such as PSHE, ICT and Social Skills. This includes the NSPCC programme, Speak out, Stay Safe. The Pastoral Care Team also discuss safeguarding issues with children who are at risk on an individual basis.

- ∞ We understand that children with disabilities are more vulnerable to abuse than non-disabled children and are more likely to be bullied (Safeguarding Disabled Children, 2009) therefore we have a clear and robust anti-bullying policy.
- ∞ The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.
- ∞ We recognise that a pupil who is abused or has witnessed violence may find it difficult to develop and maintain a sense of worth and that, in these circumstances, may feel helpless and humiliated. We recognise that a child may feel self blame.
- ∞ We understand that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- ∞ We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Brown's School will support all students by:

- ∞ Encouraging self-esteem and self-assertiveness, whilst not condoning aggressive behaviour or bullying.
- ∞ Promoting a caring, safe and positive environment within the school where children feel secure, are encouraged to talk and are always listened to.
- ∞ Ensuring that all pupils know that there is a trusted adult in the school (listening ear) whom they can confide in if they are worried or in difficulty.
- ∞ Liaising and working together with all other support services and agencies involved in the safeguarding of children.
- ∞ Include in the curriculum opportunities to equip children with the skills they need to stay safe from harm, including PSHE and Social Skills lessons.



- ∞ Notifying Social Care as soon as there is a significant concern.
- ∞ Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded to the pupil's new school under confidential cover.

#### **Supporting Staff:**

- ∞ The school recognises that staff working in the school who have become involved with a child who has suffered harm, or appears likely to suffer harm, may find the situation stressful and upsetting.
- ∞ We will support such staff by providing an opportunity to talk through their anxieties with the Headteacher, DSL or school's Clinical Psychologist and to seek further support as appropriate.

#### **Confidentiality:**

- ∞ The school has an Information Sharing Policy which is based on the guidance document 'Information sharing: advice for practitioners providing safeguarding services (DfE 2018).
- ∞ The school recognises that all matters relating to child protection are confidential. However, the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent, provided that there is a lawful basis to process any personal information required. However, the school recognises that it continues to be good practice to ensure transparency and to inform parents/carers that we are sharing the information for these purposes and seek to work cooperatively with them. The school understands that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- ∞ The Headteacher or DSL will disclose any information about a pupil on a 'need to know' basis only.
- ∞ All staff must be aware that they have a professional responsibility to share and disclose information with other agencies in order to safeguard children.
- ∞ All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.



### **Allegations against staff:**

At Brown's school we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay, or, where that is not possible, to the DSL. Any concerns about the Headteacher should be reported to the Chair of Governors who can be contacted by email: [sarahmortiboys@brownsschool.co.uk](mailto:sarahmortiboys@brownsschool.co.uk). Where there are concerns about the Proprietor of the school, the member of staff should contact the LADO without delay. The Senior Management Team understands that if a member of staff or volunteer is involved in an incident outside of school which does not involve children, it may still have an impact on their suitability to work with children and will take this into account.

- ∞ The school acknowledges that safe practice, proper procedures and boundaries keep both pupils and staff safe. The school has a clear Behaviour Policy and Code of Conduct for staff to adhere to.
- ∞ The school understands that a pupil may make an allegation against a member of staff.
- ∞ If such an allegation is made, the Headteacher will be informed immediately and staff will ensure that the child is safe and supported. The member of staff should then accurately record what they have been informed or observed.
- ∞ The Headteacher will discuss the content of the allegation with the LADO within **one** working day.
- ∞ Staff should report any concerns about the Headteacher to the DSL and if an allegation is made against the Headteacher, the DSL will inform the LADO.
- ∞ The school has a clear policy for staff regarding Allegations of Abuse made against Teachers and other staff and a separate Whistle Blowing Policy.
- ∞ Brown's School does not use supply teachers due to the special needs of its pupils, however the Senior Management Team understands that should this policy change in the future, the school will ensure that any allegations against supply teachers is dealt with correctly. This means that the school will not decide to stop using a particular supply teacher without finding out the facts and will take the lead in any investigation, liaising with the LADO to determine a suitable outcome.



### **Safer Recruitment:**

- ∞ The school will implement their responsibilities for safer recruitment strategies as recommended in Keeping Children Safe in Education 2020.
- ∞ This will include appropriate training for Headteachers and others who recruit and select staff and volunteers.
- ∞ As part of the Safer Recruitment process all staff being offered positions in regulated activity within the school will have their offers made subject to an enhanced DBS and barred list check.
- ∞ In addition to obtaining the above checks, anyone who is appointed to carry out teaching work will be checked to ensure they are not prohibited from teaching. For those engaged in management roles within the school, an additional check will ensure that they are not prohibited from engaging in a 'management role' under Section 128 provisions. This will include the Head Teacher, Senior Leadership Team and Governors.
- ∞ The Single Central Record is kept to record the following for all staff: an identity check, a barred list check, an enhanced DBS check, a prohibition from teaching check, a section 128 check, further checks on people who have lived or worked outside the UK, a check of professional qualifications and a check to establish the person's right to work in the United Kingdom.
- ∞ The school will ensure that appropriate checks are carried out to ensure that all staff who have direct contact with pupils, or who are directly concerned with the management of the school, are not disqualified under the Childcare Disqualification Regulations 2009.
- ∞ The school risk assesses volunteers to decide whether an enhanced DBS check should be undertaken.
- ∞ The school understands that we are responsible for the safeguarding of our pupils when they are placed in alternative provision and ensures that we obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.



## Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

The school's Business and Admissions Manager/DSL monitors attendance carefully and addresses poor or irregular attendance as a matter of priority. At times this may mean involving other professionals, including Children's Social Care or the local authority Education Welfare Officer.

The school has a written procedure for following up absence and we hold at least two up to date contact numbers for parents/carers. Parents are regularly reminded to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

- ∞ Staff who understand what to do when children do not attend regularly
- ∞ Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
- ∞ Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- ∞ Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a) leave school to be home educated
  - b) move away from the school's location
  - c) remain medically unfit beyond compulsory school age
  - d) are in custody for four months or more (and will not return to school afterwards);  
or
  - e) are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place, will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further information can be found in 'Children missing education: statutory guidance for local authorities, September 2016, a copy of which is held in the Safeguarding Office.





### **Homelessness Duty**

The school understands that public authorities, including social care functions such as early help, leaving care and child protection should refer any young people they consider to be homeless, or threatened with homelessness, to a housing authority.

### **Mental Health**

All staff at Brown's School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL. This can be done initially through a conversation and followed up in writing on the designated safeguarding concern form.

The DSL will then decide what action is appropriate; whether that be a consultation with the school's Clinical Psychologist and Therapy team or a referral to an outside agency such as Child and Mental Health Services (CAMHS).

If a young person at our school is admitted to a mental health facility, the DSL will consider a referral to social care.

The school has two members of staff who have attended Mental First Aid training with the local authority.



### **Preventing Radicalisation and Extremism:**

- ∞ The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including schools, to have due regard for the need to prevent pupils from being drawn into terrorism ('The Prevent Duty').
- ∞ Senior management will ensure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.
- ∞ Staff are aware that if they are concerned that any pupils are developing extremist views or show signs of becoming radicalised, this should be recorded and discussed with the DSL. All staff have completed WRAP training and/or updated their knowledge by completing online training.
- ∞ Staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionally which may include the DSL making a Prevent referral.
- ∞ Senior management will assess the risk of individual pupils being drawn into/supporting terrorism and refer them to Channel (contact for Bromley: Peter Sibley, 0208 313 4638, peter.sibley@bromley.gov.uk) or Children's Social Care.
- ∞ Any visiting speakers to the school will be vetted by Senior management and appropriately supervised within the school.
- ∞ The school will ensure that British values are promoted within the delivery of the curriculum, extra-curricular activities and in the general conduct of the school. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. The Senior Management Team ensures that school is a safe place for pupils to discuss topics, including terrorism and extremist ideas and learn how to challenge these ideas.
- ∞ The school will ensure that pupils are safe from terrorist and extremist material when accessing the internet in school by establishing appropriate levels of filtering.
- ∞ The school has a separate Extremism and Radicalisation policy.



**This policy should be read in conjunction with the following school policies and guidance:**

- ∞ Peer on Peer Abuse Policy
- ∞ Behaviour Policy
- ∞ E-safety Policy
- ∞ Social Media Policy
- ∞ Extremism and Anti-Radicalisation Policy
- ∞ Attendance Policy
- ∞ SEND Policy
- ∞ Staff Code of Conduct
- ∞ Mental Health and Wellbeing Policy
- ∞ Keeping Children Safe in Education (Part one and annex A)

Reviewed in Staff Meeting

Person responsible for editing: Jeanette May in January 2021

\_\_\_\_\_ Signature

\_\_\_\_\_ Date

\_\_\_\_\_ Headteacher

\_\_\_\_\_ Date

**This policy will be reviewed in September 2021.**

### **Appendices**

Appendix 1: Types of abuse and neglect, signs and symptoms

Appendix 2: Child sexual exploitation (CSE)

Appendix 3: Child Criminal Exploitation (CCE)

Appendix 4: County Lines

Appendix 5: Domestic Abuse

Appendix 6: Female Genital Mutilation

Appendix 7: Honour-based Abuse



## Appendices

### Appendix 1: Types of abuse and neglect; signs and symptoms

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment);

protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



## Appendix 2: Child Sexual Exploitation

The definition of child sexual exploitation is as follows:

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Potential indicators of risk include:

- ∞ Acquisition of money, clothes, mobile phones etc without plausible explanation;
- ∞ Gang-association and/or isolation from peers/social networks;
- ∞ Exclusion or unexplained absences from school, college or work;
- ∞ Leaving home/care without explanation and persistently going missing or returning late;
- ∞ Excessive receipt of texts/phone calls;
- ∞ Returning home under the influence of drugs/alcohol;
- ∞ Inappropriate sexualised behaviour for age/sexually transmitted infections;
- ∞ Evidence of/suspicions of physical or sexual assault;
- ∞ Relationships with controlling or significantly older individuals or groups;
- ∞ Multiple callers (unknown adults or peers);
- ∞ Frequenting areas known for sex work;
- ∞ Concerning use of internet or other social media
- ∞ Increasing secretiveness around behaviours; and
- ∞ Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- ∞ Having a prior experience of neglect, physical and/or sexual abuse;
- ∞ Lack of a safe/stable home environment, now on in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- ∞ Recent bereavement or loss;
- ∞ Social isolation or social difficulties;
- ∞ Absence of a safe environment to explore sexuality;
- ∞ Economic vulnerability
- ∞ Homelessness or insecure accommodation status;
- ∞ Connections with other children and young people who are being sexually exploited;
- ∞ Family members or other connections involved in adult sex work;
- ∞ Having a physical or learning disability;
- ∞ Being in care (particularly those in residential care and those with interrupted histories; and
- ∞ Sexual identity

The full guidance: Child Sexual Exploitation (DfE 2017) is available in the Safeguarding Office.





### **Appendix 3: Child Criminal Exploitation (CCE)**

**Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.**

**The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.**

**Some of the following can be indicators of CCE:**

- ∞ **children who appear with unexplained gifts or new possessions;**
- ∞ **children who associate with other young people involved in exploitation;**
- ∞ **children who suffer from changes in emotional well-being;**
- ∞ **children who misuse drugs and alcohol;**
- ∞ **children who go missing for periods of time or regularly come home late;**
- ∞ **children who regularly miss school or education or do not take part in education.**

### **Appendix 4: County Lines**

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other forms of 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

For further information, copies of 'Criminal Exploitation of Children and Vulnerable Adults: County Lines' (Home Office, 2017) and 'County Lines Gangs Violence, Exploitation and Drug Supply' (National Crime Agency, 2017) are available in the school's Safeguarding office.



## Appendix 5: Domestic Abuse

The definition of Domestic Abuse is:

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

### Controlling behaviour

A range of acts designed to make a person subordinate and/or dependent by:

- ∞ isolating them from the source of support
- ∞ exploiting them for personal gain
- ∞ depriving them of the means needed for independence, resistance and escape
- ∞ regulating their everyday behaviour.

### Coercive behaviour

An act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim. It includes multiple behaviours and tactics which reinforce each other and are used to isolate, manipulate and regulate the victim.

This pattern of abuse creates high levels of anxiety and fear and can have a significant impact on children and young people:

- ∞ as a victim in their own right
- ∞ due to the impact the abuse has on the non-abusive parent
- ∞ due to the fact that they may also be forced to participate in the abusive behaviour.



## Appendix 6: Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Staff should not assume that FGM only happens outside the UK.

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

Signs for staff to look out for include:

- ∞ low level integration into UK society
- ∞ mother or a sister who has undergone FGM
- ∞ girls who are withdrawn from PSHE
- ∞ visiting female elder from the country of origin
- ∞ being taken on a long holiday to the country of origin
- ∞ knowledge that the family belongs to a community in which FGM is practiced and awareness that preparations are being made to take the child on holiday
- ∞ planned absence from school the child may talk about a 'special procedure/ceremony' that is going to take place

Indications that FGM may have already taken place include:

- ∞ difficulty walking, sitting or standing and may even look uncomfortable
- ∞ spending longer than normal in the toilets due to difficulties urinating
- ∞ spending long periods away from classes or other normal activities, possibly with bladder or menstrual problems.
- ∞ prolonged absence from school with noticeable behaviour changes on return
- ∞ talk of something somebody did to them that they are not allowed to talk a prolonged absence from school with noticeable behaviour changes on return
- ∞ frequent urinary, menstrual or stomach problems
- ∞ a child complaining of pain between their legs
- ∞ reluctance to undergo normal medical examinations



## Mandatory Reporting Duty

The Serious Crime Act 2015 places a statutory duty upon professionals, including teachers, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases.

More detailed information on FGM may be found in the Government's Multi-agency statutory guidance on female genital mutilation (April 2016), a copy of which is held in the school's Safeguarding Office.

## **Appendix 7: Honour-Based Abuse (HBA)**

So called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage and practices such as breast ironing. All forms of so called HBA are abuse, (regardless of the motivation) and should be handled and escalated as such. Staff should have an awareness of these crimes in order to identify and report concerns to the Designated Safeguarding Lead as a matter of urgency.