JOHN COLET SCHOOL

CHILD PROTECTION POLICY (INCLUDING PREVENTING RADICALISATION POLICY)

Date policy was agreed	January 2015
Date Equalities impact assessment completed	December 2014
Date policy was reviewed	June 2019
Date reviewed by Governor Advisor	June 2019
Date reviewed by Parents	n/a
Date reviewed by the Governors	July 2019
Governors body responsible for the review	Curriculum Committee
Senior Leadership Team Member accountable for writing and reviewing the policy	Deputy Headteacher

Initial Consultants for the policy

BCC model policy; BCC Preventing Radicalisation Policy; member of BCC Safeguarding Team; Safeguarding Governor

Linked policies/documents:

Health and Safety; 'Rewards and Consequences''; curriculum and school risk assessments; Use of reasonable force; search and confiscation; attendance; anti bullying; medical plans; educational visits; staff code of conduct; staff safer working document; lettings, Equality & Diversity Policy; E-Safety including staff use of mobile phones; Drugs Policy; SEND policy.

Monitoring and Evaluation

This policy will be formally reviewed every year. On-going monitoring of actions will be:
1. Annual Safeguarding Report to Governors.
2. Termly monitoring meetings by Safeguarding Governor.
3. Section 175 Annual Audit Review.
4. Pupil/Parent Surveys & questionnaires.
5. Governing Body visits to the school.
6. SLT drop-in and discussions with staff and children.
7. Scrutiny of attendance data.
8. Scrutiny of Governing Body minutes.
9. Logs of bullying/racists/behaviour incidents/accidents/incidents for SLT and Governing Body to monitor.

1. CONTACTS

1.1 School contacts:

● Designated Safeguarding Lead for Child Protection: Mrs Scully (Tel: 01296 623348)
● Designated Safeguarding Lead SLT: Miss Palmer, Deputy Headteacher (Tel: 01296 623348)
● Additional staff with Safeguarding responsibilities: Mrs Slater and Mrs Rowland, Student Support Officers, Matron, Mrs Bond and Dr Pyatt, teachers, Tel: 01296 623348
● Nominated Governor: Mr Howell
● Chair of Governors: Dr Savin

1.2   Contacts in County:
- Education Safeguarding Advisory Service   01296 382912
- Education Safeguarding Advisor   01296 382732
- Local Authority Designated Officer (LADO)   01296 382070
- First response Team (Incl Early Help)   0845 4600 001
- Social Care - Out of Hours   0800 999 7677
- Thames Valley Police (CAIU)   101 (999 in case of emergency)
- RU Safe   01494 461112
- Family Information Service   0845 688 4944
- Bucks Safeguarding Children Board   www.bucks-lscb.org.uk
- Thames Valley Police   101 (999 in case of emergency)
- Local Guidance   www.bucks-lscb.org.uk/EducationStaff.htm

1.3   Other contacts:
- Crimestoppers   0800 555 111
- NSPCC   0800 800 500
- Childline   0800 1111
- Kidscape Bullying Helpline   0845 120 5204
- Samaritans   0845 790 9090
- Channel/Prevent/Protect (Anti Radicalisation) 01494 421371
- Female Genital Mutilation   0800 0283550
  (email fgmhelp@nspcc.org.uk)
- CEOP   www.ceop.gov.uk
  (Child Exploitation and Online Protection Centre)
- Foreign and Commonwealth Office   0207 008 0151
  (Forced Marriages Section)
- Terrence Higgins Trust   0808 8021221

2. INTRODUCTION

This policy exists to provide a framework for supporting our aims of providing a safe, nurturing and educational environment to ensure the happiness of every individual in our community. A child is defined as anyone under the age of 18 years.

2.1   This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:
- "Working Together to Safeguard Children" - guide to inter-agency working to safeguard and promote the welfare of children, March 15.
- "What to do if you are worried a Child is being Abused" 2006 [1]
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190604/DFES-04320-2006-ChildAbuse.pdf
- Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015.
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges, September 2018.

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[1]   What To Do If You Are Worried a Child is being Abused   Published in 2006 by DCSF. This document has been archived however remains the most recently published guidance and remains relevant.

- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015
- Serious Crimes Act 2015
- Children missing in Education, September 2016. Statutory guidance for local authorities.

2.2 All staff share the responsibility for safeguarding children and young people, protecting them from harm and promoting their welfare and are aware of and follow this policy. ("Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children).

2.3 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question.

2.4 We recognise that all staff and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

2.5 All staff believes that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

2.6 Aims

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

2.6.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

2.6.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

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

2.6.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

2.6.6 To ensure the school has robust systems in place for ensuring that true and accurate records of events are kept and appropriately stored, and to ensure that any such records clearly differentiate between fact and opinion.

2.6.7 To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.

2.6.8 To develop effective working relationships with all other agencies, involved in safeguarding children.

2.6.9 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, Prohibition Orders for teachers and a satisfactory DBS check and a single central record is kept for audit.

2.6.10 To ensure that all adults know who to see if they are subject to abuse within the

school.

3. PREVENT

3.1 The 'Preventing Radicalisation Policy' at Appendix One is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006', schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

3.2 Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

3.3 Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

4. RESPONSIBILITIES

4.1 All staff at our school understand that safeguarding children is everyone's responsibility. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the DSL (see contacts sheet) or, in their absence, to the DSL Deputy Headteacher(see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the Headteacher.

4.2 The Governing Body understands and fulfils its safeguarding responsibilities.

4.2.1 It will ensure the annual review of this policy.

4.2.2 Monitor and evaluate the effectiveness of the Policy and be satisfied that it is being complied with.

4.2.3 Ensure we have a Designated Safeguarding Lead (DSL) who is a member of the school's senior leadership team and a Designated Safeguarding Lead (DSL) non teaching member of staff in place, in addition to additional staff in the Child Protection team shown in Section 1. Ensure we also have a nominated Governor for Safeguarding. The roles and responsibilities of the DSL will be made explicit in the post-holders' and the Working Together document for the wider team.

4.2.4 Recognise the importance of the role of the DSL and the Child Protection team and support them by ensuring the training necessary to be effective is undertaken. We will ensure cover is provided when additional child protection duties are undertaken.

4.2.5. Work with the DSL to complete an annual safeguarding audit for the school to evidence how the school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children. Ensure the findings of this Section 175 annual review are shared with the local authority, as required.

4.3 It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher.

4.4 The Nominated Governor for child protection will be familiar with Buckinghamshire LSCB procedure and guidance issued by the Department for Education.

4.5 The Nominated Governor will:

4.5.1 Work with the DSL to produce the Safeguarding Policy.

4.5.2 Undertake the training available for Nominated Governors.

4.5.3 Ensure that child protection is, as a minimum, an annual agenda item for the Governing Body.

4.5.4 Meet regularly with the DSL to review and monitor schools delivery on its safeguarding responsibilities, using the Section 175 annual review to facilitate this.

4.5.5 Ensure the school complies with the Section 175 review process stipulated by Bucks Safeguarding Children Board.

4.6. We have a Designated Safeguarding Lead (DSL) who is responsible for:

4.6.1 Referring a child if there are concerns about a child's care or welfare: abuse or neglect, to Social Care (First Response Team). Making a telephone referral in the first instance and following up with a written referral using the Common Referral Form which will be securely emailed (securecypfirstresponse@buckscc.gcsx.gov.uk) within the same school day or, if this is impossible, within 24 hours.

4.6.2 Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion.

4.6.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology. Where children leave the establishment, ensure their child protection file is copied for the new establishment. This should be transferred separately from the main pupil information and addressed to the Designated Lead for child protection in the new establishment marked private and confidential. Originals should be stored securely until the child reaches their 25th birthday.

4.6.4 Ensuring that an indication of further record-keeping is marked on the pupil records.

4.6.5 Creating a culture of safeguarding within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them in their understanding.

4.6.6 Acting as a focal point for staff concerns and liaising with other agencies and professionals, including staff concerns for conduct and behaviours of their peers.

4.6.7 Ensuring that all school staff are aware of the school's Safeguarding Policy and child protection procedures, and know how to recognise and refer any concerns.

4.6.8 Ensuring that where there is a safeguarding concern over a child who is transferring to a new setting, that a review of support is made in advance of the child entering the school.

4.6.9 Ensuring that the safeguarding responsibility extends to include all students who are educated at alternative education providers or settings.

4.6.10 Ensuring either they or another appropriately informed member of staff attends Child Protection Case Conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.

4.6.11 Ensuring that any absence of two consecutive days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their allocated Social Worker. The linked Social Worker can be found on the MyConcern online logging

system and on the Child Protection Log.

4.6.12 Providing, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Governors; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.

4.6.13 Meet regularly (minimum once a term) with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in delivery noted using the Section 175 (The Education Act 2002) report as a basis to evidence and monitor performance.

4.6.14 Meet the statutory requirement to keep themselves up to date with knowledge, enabling them to fulfil their role, including attending relevant training, at least every two years, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service.

4.6.15 Ensuring that the single Central record is up to date, with DBS and Prohibition Order checks carried out in advance of staff taking up employment.

4.6.16 Ensure that the school safeguarding team are aware that these procedures are also available on the BSCB website: (www.bucks-lscb.org.uk).

4.7 We have a Designated Teacher for Looked after Children (LAC) who is responsible for:

4.7.1 Ensuring that staff have the information needed in order to keep the looked after child safe.

4.7.2 Ensuring that they have accurate information about the care provider, and in liaison with the DSL, details of the child's social worker and named virtual schools head.

4.7.3 Promote the progress and attainment of LAC.

4.7.4 Ensure that the vulnerability of a LAC is considered when dealing with the child and that prompt action is taken to safeguard them.

5. PROCEDURES

5.1 Our school procedures for safeguarding children are in line with Buckinghamshire Safeguarding Children Board Child Protection Procedures, "Working Together to Safeguard Children 2013". We will ensure that:

5.1.1 We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our Designated Safeguarding Leads (DSL) will update their training with LA approved training at least every two years.

5.1.2 We have 2 members of staff who act as Designated Safeguarding Leads, one a non teaching members of staff and the other a teaching member of the Senior Leadership team. In addition there is a team of five staff who have received Designated safeguarding training.

5.1.3 All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for safeguarding and child protection The name and contact details of the Designated Lead and staffs' role with Children and Young People is explained as part of their induction into the school.

5.1.4 All members of staff are provided with opportunities at least every three years to

receive training arranged or delivered by the Designated Lead in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. All staff receive an annual safeguarding update at the start of the academic year.

5.1.5 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding Policy, and reference to it in our prospectus/brochure and availability on the school's website and in the home school agreement.

5.1.6 All staff are aware of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

5.1.7 Our lettings policy will seek to ensure the suitability of adults working with children on the school site at any time. Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

5.1.8 Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

5.1.9 The name of the DSL is clearly shown in the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

6. PREVENTION

6.1 We recognise the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults; where deemed necessary a referral to our School Counsellor and; an ethos of protection.

6.2 The school community will therefore:

6.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk, knowing that they will be listened to.

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

6.2.3 Provide, discreetly through Personal, Social and Health Education (PSHE) and across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn to for help.

7. SUPPORTING YOUNG PEOPLE

7.1 We recognise that a child or young person who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

7.2 We recognise that there are certain characteristics that make children more vulnerable which might include children with SEN, LAC and adopted. The identification of these vulnerabilities and provision of additional support is the responsibility of all staff.

7.3 We understand that emerging difficulties within families will lead to increased vulnerability of a child and that action must be taken to safeguard the child during this time, through support within and without school including via voluntary organisations.

7.4 We recognise that the school may provide the only stability in the lives of children and young people who have been abused or who are at risk of harm. We recognise that there may be other groups of children and young people who are particularly vulnerable, e.g. those with disabilities, young carers and children living with substance abuse.

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

7.6 This school recognises that children or young people may pose a risk to one another. Any such incidents will be considered under the Safeguarding framework.

7.7 Our school will support all pupils by:

7.7.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.

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

7.7.3 Monitoring all absences from school (we operate a first day absence check) and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absence for ten school days where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.

https://schoolsweb.buckscc.gov.uk/schools/documents/exclusions_reintegration/Children_Missing_Education_Protocol.doc

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

7.7.5 If a pupil has medical needs, we will liaise with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place.

7.7.6 Notifying Social Care (First Response) as soon as there is a significant concern.

7.7.7 Ensuring that a named teacher and Governor is designated for Looked After Children (LAC) and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the school.

7.7.8 Notifying Social Care (First Response) when a child or young person attending the school is privately fostered, i.e. staying with someone who is not a close family member for more than 28 days.

7.7.9 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.

8. CONFIDENTIALITY

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

8.2 The Headteacher or Designated Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by Bucks Safeguarding Children's Board (BSCB) Information Sharing Protocols.

8.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

8.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored **only** in the designated location within the school, separate from the pupil records.

8.5 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.

8.6 All staff must be aware that they cannot promise a child or young person to keep secrets which might compromise the child's safety or well-being or that of another.

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

9. SUPPORTING STAFF

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

9.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Lead and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, Employee Assistance Programme, and/or a representative of a professional body or trade union, as appropriate.

9.3 We have a Code of Conduct Policy for staff at our school which details safe working practices in school. This together with the Child Protection Policy, Attitude to Learning policy (Behavioural Policy) and Attendance Policy form part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.

9.4 We recognise that our Designated Safeguarding Leads should support each other and should have access to support (as in 9.2) and appropriate workshops, courses or meetings. We also provide regular independent supervision for our DSLs as and when required.

9.5 We recognise that staff working in the school may be subject to abuse from a child/adult. The member of staff should report this to the Designated Safeguarding Lead or Headteacher.

10. ALLEGATIONS AGAINST STAFF

10.1 All school staff should take care not to place themselves in a vulnerable position with a

child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (see 9.3 above).

10.2 All staff have access to the school's Attitudes to Learning policy available on the staff shared drive under policies or on the school website.

10.3 Allegations of a child protection nature may be made against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. The Headteacher/senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) for education.

10.4 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors (contact via School Office) who will consult as in above, without notifying the Headteacher first.

10.5 The school will follow the LA procedures for managing allegations against staff, a copy of which can be found on the Bucks Safeguarding Board website www.bucks-lscb.org.uk under the Safer Recruitment section.

10.6 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 10.3 above) in making this decision, as well as being guided by HR.

10.7 If a suspension is made, following Local Authority procedures (as in 10.5 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.

10.8 Our lettings agreement for other users requires that the organiser will follow school procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10.9 If a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned then the DBS will be informed.

11. WHISTLEBLOWING

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

11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Safeguarding Governor or the Local Authority Designated Officer (LADO) for education.

12. PHYSICAL INTERVENTION/POSITIVE HANDLING – USE OF REASONABLE FORCE

12.1 Our policy on the Use of Reasonable Force by staff is set out separately. It complies with the Department for Education Guidance, 'The Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies', July 2013. Use of Reasonable Force, 2013 policy states that staff may only use 'reasonable force', meaning no more force than is needed for no longer than is needed, to prevent pupils from hurting themselves or others, from damaging property, conducting a search for 'prohibited items' or from causing disorder. It is always unlawful to use force as a punishment.

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

procedures.

12.3 We recognise that touch is appropriate in the context of working with children, and all staff have been given "Professional Boundaries: Your Role with Children and Young People" guidance to ensure they are clear about their professional boundaries.

13. ANTIBULLYING

13.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

14. RACIST INCIDENTS

14.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

15. HEALTH AND SAFETY

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

16. E-SAFETY

16.1 This school recognises the need for pupils and staff to adopt safe and reasonable practices when using technologies. All staff should be aware of the school policy on e-safety through documents on the use of mobile phones/internet, guidance on social media and acceptable use.These set out our expectations relating to:

● Creating a safer online environment

● Giving everyone the skills, knowledge and understanding to help children and young people stay safe online

● Inspiring safe and responsible use and behaviour

● Use of mobile phones both within school and on school trips/outings

● Use of camera equipment, including camera phones

● What steps to take if you have concerns and where to go for help.

17. DIVERSITY ISSUES

17.1 Although no culture sanctions cause extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

17.2 Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change

responses. Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriatecare. (Victoria Climbié Inquiry Report).

17.3 Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable. Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

● Young women subject to honour based violence (where for instance they have transgressed the expectations of them as young women in their family and community)
● Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community
● Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out). See Appendix Two for further information.
● Children being trafficked into other families from abroad
● Girls and/or boys at risk of being forced into marriage
● Girls/Boys at risk of child sexual exploitation
● Fasting.

18. RECRUITMENT AND SELECTION OF STAFF

18.1 The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, in line with current legislation.

18.2 The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed the safer recruitment training.

18.3 Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (September 2016)* and legislation referred to therein.

APPENDIX ONE

PREVENTING RADICALISATION POLICY

1.1 At John Colet School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

1.2 We have a duty to prepare our children for life in modern Britain and to keep them safe.

1.3 Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

2. STATUTORY DUTIES

2.1 The duty to prevent children and young people being radicalised is set out in the following documents.
● Counter Terrorism and Security Act (2015)
● Keeping Children Safe in Education (September 2016)
● Prevent Duty Guidance (2015)
● Working Together to Safeguard Children (2015)

3. NON-STATUTORY GUIDANCE
● Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

4. DEFINITIONS

● **Extremism** is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

● **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

● **British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

5. ROLES AND RESPONSIBILITIES

5.1 It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

5.2 The governing body has a nominated person who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation.

5.3 It is the role of the Headteacher to:

5.3.1 Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis.

5.3.2 Ensure that the school's curriculum addresses the issues involved in radicalisation.

5.3.3 Ensure that staff conduct is consistent with preventing radicalisation.

5.4   It is the role of the Designated Safeguarding Lead to:

5.4.1 Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

5.4.2 Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.

5.4.3 Make referrals to appropriate agencies with regard to concerns about radicalisation.

5.4.4 Liaise with partners, including the local authority and the police.

5.4.5 Report to the governing body on these matters.

5.5   It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

6.   CURRICULUM

6.1   We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

6.2   We deliver a diverse curriculum that supports British Values and promotes all members of the community working together for the development and success of all students. An overview of Spiritual, Moral, Social and Cultural (SMSC) details curriculum coverage. This curriculum is delivered across all of our subject areas and covers the following development areas for the students:

Spiritual
●   Reflect on own beliefs religious or otherwise that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
●   Sense of enjoyment and fascination in learning about themselves, others and the world around them.
●   Use of imagination and creativity in their learning
●   Willingness to reflect on their experiences.

Moral
●   Able to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
●   Understand the consequences of their behaviours and actions.
●   Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.
    Social
●   Use a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.
●   Willing to participate in a variety of communities and social settings including volunteering, cooperating well with others and being able to resolve conflicts effectively.
●   Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

    Cultural
●   Understand and appreciate the wide range of cultural influences that have shaped their

own heritage and that of others.

● Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

● Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop in Britain.

● Willing to participate in and respond positively to artistic, sporting and cultural opportunities.

● Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

6.2 These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

7. INTERNET SAFETY

7.1 The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

7.2 We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

7.3 Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

7.4 Whilst the school has a no-mobile phone policy, we are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance should students be using their phones.

7.5 The Computer Network Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Students and staff are asked to sign the AUP on induction and as reviewed to confirm they have understood what is acceptable. Students and staff are reminded of the SUP and asked to accept the conditions when signing in on a network device.

7.6 Pupils and staff know how to report internet content that is inappropriate or of concern.

8. STAFF TRAINING

8.1 Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated regularly in staff briefings.

9. SAFER RECRUITMENT

9.1 We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (September 2016).* Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

10. VISITORS

10.1 Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

10.2 All visitors to the school are required to sign in and are issued with a photographic pass on coloured lanyards. These lanyards determine the level of supervised or unsupervised access to students. Visitors with Green Lanyards have not been subject to an enhanced DSB check and therefore are supervised at all times.

10.3 Students are made aware of the different colours of lanyards and what they mean and know report anyone who is on site and not wearing a lanyard.

10.4 We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

<div align="center">

PREVENT

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11. 'NO PLATFORM FOR EXTREMISTS'

11.1 The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

12. SIGNS OF VULNERABILITY

12.1 There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:
● Underachievement
● Being in possession of extremist literature
● Poverty
● Social exclusion
● Traumatic events
● Global or national events
● Religious conversion
● Change in behaviour
● Extremist influences
● Conflict with family over lifestyle
● Confused identify
● Victim or witness to race or hate crimes
● Rejection by peers, family, social groups or faith.

13. RECOGNISING EXTREMISM

13.1 Early indicators of radicalisation or extremism may include:
● Showing sympathy for extremist causes
● Glorifying violence, especially to other faiths or cultures
● Making remarks or comments about being at extremist events or rallies outside school
● Evidence of possessing illegal or extremist literature
● Advocating messages similar to illegal organisations or other extremist groups
● Out of character changes in dress, behaviour and peer relationships (but there are also

very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-western or anti-British views
- Advocating violence towards others.

14. REFERRAL PROCESS

14.1 Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual method, the Welfare Concern Form for reporting other safeguarding concerns. This is available on MyConcern, downloadable from the Safeguarding Zone and paper copies are available from the Safeguarding Office.

14.2 When there are significant concerns about a student, the Designated Safeguarding Lead will make a referral to the appropriate body, and as necessary seek guidance from the Headteacher and/or the County Safeguarding Team.

CHILD PROTECTION

1.1 Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and understand the necessity to take immediate action; what to do and who to speak to if they become concerned about a child or if a child discloses to them.

1.2 The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

1.3 The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified;

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse (including Domestic Abuse)

1.4 **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate or inappropriate care-givers).
- Ensure access to appropriate medical care or treatment.

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

1.5 **Physical Abuse**

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

1.6 **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children to feel frightened and in danger or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

1.7 Domestic Abuse

Domestic violence is very damaging to a child's emotional development; where a child is living with domestic violence, schools should consider making a referral to Social Care if the child shows any indicators of significant harm.

1.8 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can be perpetrated by any members of society, male, female or other children and care should be taken not to discount signs of abuse based on age or gender of possible abuser.

1.9 Peer on Peer Abuse

Children are capable of abusing their peers through sexual harassment or sexual violence, bullying, sexting and initiation/hazing type violence and rituals, as well as physical abuse such as through hitting, kicking, shaking, hair pulling or other acts to cause physical harm. Abuse is abuse and should never be tolerated or passed of as 'banter',' just having a laugh', There is no such thing as just messing around or 'joking' if it causes harm in any way to another child.

1.10 Risk Assessment

Where there is a perceived or actual risk to the child or their peers a risk assessment should be put in place in consultation with the DSL. The risk assessments must include the identified needs of the:

● victim
● alleged perpetrator
● all other children (and if appropriate adults, students and staff)

All risk assessments should be recorded and regularly reviewed as more information comes to light or circumstances change. Where the risk is of a sexual nature the DSL should be engaging with Children's Social Care and specialist services as part of the plan to support the children involved.

DIVERSITY ISSUES

1.   FORCED MARRIAGE (FM)

1.1. This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. There is a 'One Chance' rule requiring the school to take action without delay in order to safeguard a child and protect their life.

2.   FEMALE GENITAL MUTILATION (FGM)

2.1   It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Staff have a mandatory duty to report where they believe a girl might be taken or has had FGM performed, including where there is a perceived risk. The DSL must then report this to the police.

2.2   Is FGM legal?

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

2.3   What is FGM?

2.3.1   It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are 4 types of procedure:
●   Type 1 Clitoridectomy – partial/total removal of clitoris
●   Type 2 Excision – partial/total removal of clitoris and labia minora
●   Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
●   Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

2.4   Why is it carried out?

2.4.1   It is carried out in the belief that:

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

2.5. Circumstances and occurrences that may point to FGM happening are:
●   Child talking about getting ready for a special ceremony
●   Family taking a long trip abroad
●   Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)

- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

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

2.7   The 'One Chance' rule

2.7.1   As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.

APPENDIX FOUR

TRAINING SECTION FOR INDUCTION

1.   RECOGNISING SIGNS OF CHILD ABUSE

1.1   Categories of Abuse:
● Physical Abuse
● Emotional Abuse (including Domestic Abuse)
● Sexual Abuse
● Neglect

1.2 Signs of Abuse in Children. The following non-specific signs may indicate something is wrong;
● Significant change in behaviour
● Extreme anger or sadness
● Aggressive and attention-seeking behaviour
● Suspicious bruises with unsatisfactory explanations
● Lack of self-esteem
● Self-injury
● Depression
● Age inappropriate sexual behaviour
● Child Sexual Exploitation.

1.3 Risk Indicators. The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but;
● Must be regarded as indicators of the possibility of significant harm
● Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
● May require consultation with and / or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

1.4   In an abusive relationship the child may;
● Appear frightened of the parent/s
● Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

1.5   The parent or carer may;
● Persistently avoid child health promotion services and treatment of the child's episodic illnesses
● Have unrealistic expectations of the child
● Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
● Be absent or misusing substances
● Persistently refuse to allow access on home visits
● Be involved in domestic abuse.

1.6   Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

2.   RECOGNISING PHYSICAL ABUSE

2.1 The following are often regarded as indicators of concern;
● An explanation which is inconsistent with an injury

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

2.2 Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided;
- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

2.3 Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

2.4 Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.
- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

2.5 Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if;
- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused

symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life.

2.6 **Scars**

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

3. RECOGNISING EMOTIONAL ABUSE

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

3.2 The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse;
- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others.

4. RECOGNISING SIGNS OF SEXUAL ABUSE

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

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

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

4.4 Some physical indicators associated with this form of abuse are;
- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

4.5 Sexual Abuse by Young People

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

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

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

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

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

4.5.6 Safeguarding issues can manifest themselves through peer on peer abuse which may include bullying, physical abuse, sexual violence and sexual harassment, sexting and initiation of violence and rituals.

4.6 Assessment

4.6.1 In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of;
● Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
● Consent – agreement including all the following:
● Understanding that is proposed based on age, maturity, development level, functioning and experience
● Knowledge of society's standards for what is being proposed
● Awareness of potential consequences and alternatives
● Assumption that agreements or disagreements will be respected equally
● Voluntary decision
● Mental competence
● Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

4.6.2 In evaluating sexual behaviour of children and young people, the above information

should be used only as a guide.

5. RECOGNISING NEGLECT

5.1 Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include;
- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods.

6. CHILD SEXUAL EXPLOITATION

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

A copy of the Child Protection training powerpoint and the annual updates are available on the shared area.