

Safeguarding and Child Protection Policy



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Safeguarding and Child Protection Policy

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Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as; protecting children from maltreatment; preventing impairment of children's 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.

('Keeping children safe in education' September 2019)

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1. Purpose

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All school and college staff have a responsibility to provide a safe environment in which children can learn.

(Keeping children safe in education - DfE, September 2019)

The document 'Keeping children safe in education' – DfE, (September 2019) **MUST** be read in conjunction with this policy and should be kept as an appendix to the school's child protection policy.

2. Introduction

- 2.1 St Helena School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (the Children Act 1989).
- 2.2 Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- 2.3 There are three main elements to our Child Protection policy:
 - **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support offered to students.
 - **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.
 - **Support** to students who may have been abused.
- 2.4 This policy applies to all students, staff, parents, governors, volunteers and visitors to our school
- 2.5 This school recognises it is an agent of referral and not of investigation.

3. School Policy

We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. Our school therefore aims to:

- Establish and maintain an environment where students feel safe and secure, are encouraged to talk and are listened to.

- Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PHSE which equip students with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
- Include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.

4. Framework

- 4.1 Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the [Essex Safeguarding Children Board](#) (ESCB)
- 4.2 In Essex, all professionals must work in accordance with the [SET Procedures](#) (ESCB, May 2019)
- 4.3 Our school also works in accordance with '[Keeping Children Safe in Education](#)' (DfE, September 2019), '[Working Together to Safeguard Children](#)' (DfE, July 2018), '[Effective Support for Children and Families in Essex](#)' (ESCB, July 2017), '[What to do if you are worried a child is being abused](#)' (DfE, 2015) and '[Prevent Duty Guidance For England and Wales 2015](#)'.

5. Roles and Responsibilities

- 5.1 All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school carrying out these responsibilities for the current year are listed on page 2 of this document.
- 5.2 It is the role of the Designated Safeguarding Lead to ensure that all child protection procedures are followed within the school, and to make appropriate, timely referrals to Essex Children's Social Care in accordance with SET procedures. If for any reason the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead will act in their absence. Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed including temporary staff, volunteers and contractors within the school are aware of the school's child protection procedures, to advise staff and to offer support to those requiring this.
- 5.3 The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (*see 'Safer Recruitment' policy for further information*)
- 5.4 The Designated Governor for Safeguarding ensures there is an effective child protection policy in place and that this is updated annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

- 5.5 The Headteacher and/or the Designated Safeguarding Lead provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- 5.6 The Headteacher/Designated Safeguarding Lead and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 and S.157 of the Education Act 2002.
- 5.7 The school will publish its Child Protection policy on its school website alongside 'Keeping Children safe in Education' (DfE, 2019).'
- 5.8 The school will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.

6. Procedures

- 6.1 All action is taken in accordance with the following guidance;
 - Essex Safeguarding Children Board Guidelines, the SET (Southend, Essex and Thurrock) Child Protection Procedures (May 2019)
 - Keeping Children Safe in Education (DfE, 2019)
 - Working Together to Safeguard Children (DfE, 2018)
 - 'Effective Support for Children and Families in Essex' (ESCB, July 2017).
- 6.2 When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Child Protection policy, told who our Designated Safeguarding Lead, (and Deputy) are, and are informed how to share concerns with these members of staff.
- 6.3 Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training.

There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However the Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead and Deputy.
- 6.4 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 **must** report it immediately to the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.
- 6.5 The Designated Safeguarding Lead, or the Deputy will immediately refer cases of suspected abuse or allegations to Essex Social Care Direct by telephone and in accordance with the procedures outlined in the SET procedures, (May 2019), and in 'Effective Support for Children and Families in Essex' (ESCB, July 2017).
- 6.6 The telephone referral to Essex Social Care Direct must be confirmed in writing within 48 hours (where appropriate) on the Family Operations Request for Support form. Essential information will include the student's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given.

- 6.7 The school will always undertake to share our intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from the Initial Response Team (IRT) and / or Essex Police.
- 6.8 If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration.
- 6.9 Safeguarding contact details will be kept prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support.

7. Training and Support

- 7.1 The Designated Safeguarding Lead and Deputy will undergo updated child protection training every two years. The Headteacher, all staff members and governors will undergo child protection training which is updated regularly. A record of all Child Protection training is held centrally.
- 7.2 The school will ensure that the Designated Safeguarding Lead and Deputy will also undertake training in inter-agency working and other matters as appropriate.
- 7.3 The Headteacher will provide support and supervision to staff involved in child protection issues.
- 7.4 All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Handbook / Code of Conduct.

8. Professional Confidentiality

- 8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and Deputy and may require further investigation by appropriate authorities.
- 8.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held treated confidentially.

9. Records and Monitoring

- 9.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

- 9.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. This should be presented to the Designated Safeguarding Lead, or Deputy, who will then decide on appropriate action.
- 9.3 Any file notes are kept in a confidential file in chronological order (which is separate to student files) and stored in a secure place. All child protection records are stored securely and confidentially and will be retained for 35 years after the last entry (in line with ECC policy).
- 9.4 If a student transfers from the school, these files will be copied and forwarded to the student's new educational setting, marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead. When the school has confirmation that the receiving school has the files the copy will be destroyed in line with current ESCB and government advice.

10. Attendance at Child Protection Conferences & Core Groups

- 10.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at and that a report is submitted to any child protection conference called for children on the school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.
- 10.2 If a child is made subject to a Child Protection Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, welfare and presentation. If the school are part of the core group then the Designated Safeguarding Lead should ensure that the school is represented and contributes to the plan at these meetings; that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child's key worker immediately and then record that they have done so and the actions agreed.

11. Supporting Students At Risk

- 11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.
- 11.2 Our school may be the only stable, secure and safe element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.
- 11.3 Our school will endeavour to support students through:
- The curriculum to encourage our students to stay safe, develop healthy relationships, self-esteem and self-motivation.
 - The school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
 - The implementation of the school's behaviour management policies.

- A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued.
- Regular liaison with other professionals and agencies who support the students and their families.
- A commitment to develop open and honest and supportive relationships with parents and carers, with the child's best interest as paramount
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

11.4 Children with special educational needs and disabilities

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers

11.5 Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Children Missing Education and Elective Home Education (which forms part of the Education Access Team), Social Care or Police).

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

12. Allegations Involving a Member of Staff

- 12.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.
- 12.2 Any safeguarding allegations related to a member of staff will be raised with the Headteacher in accordance with Part 4 of Keeping Children Safe in Education (2019).

- 12.2 Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.
- 12.3 The procedure to be followed in the event of an allegation being made against a member of staff is set out in the SET procedures (May 2019).
- 12.4 Where an allegation against a member of staff has been made, the Headteacher or another senior manager will immediately telephone the Children's Safeguarding Service on **03330139797**. A Local Authority Designated Officer (LADO) will advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to students and parents.

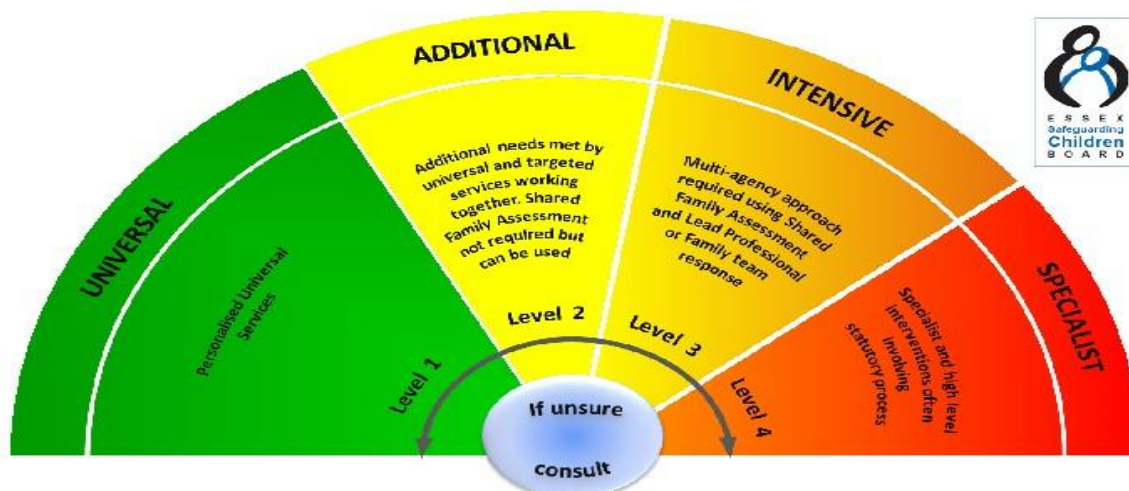
13. Whistleblowing

- 13.1 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the schools Code of Conduct / Whistleblowing policy.
- 13.2 Any staff member can press for re-consideration of a case if they feel a child's situation does not appear to be improving. They must refer their concerns to Social Care directly if they have concerns for the safety of a child.

Appendix A – Essex Safeguarding Contact Details

The Essex Effective Support Windscreen

Multi Agency Guidance: Working in partnership to help children and families improve their lives



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accord with their needs

Contacts for Safeguarding in Essex:

Child Protection Referral:

If you need to make a child protection referral, you should contact the Children and Families Hub by calling 0345 6037627

You must specify whether you want:

1. The FOH Priority Referral line (for urgent referrals - if a child needs 'immediate protection') or
2. The FOH Referral line (for non-urgent referrals)
3. The FOH Advice / Guidance line

PRIORITY REFERRALS SHOULD ALWAYS BE REFERRED BY TELEPHONE (if child needs 'Immediate protection').

The [Children and Families Hub Request for Support](#) may be used to make a referral (unless there is immediate risk) or to confirm a referral made by telephone – this can be sent to Children and Families Hub by e-mail, fax or post. The document will have to be password protected if not sent via the GCSX e-mail address.

Contact Details:

Telephone: 0345 603 7627

Address: Family Operations Hub, Essex House,
200 The Crescent, Colchester Business Park,
Colchester, Essex CO4 9YQ

Email: foh@essex.gcsx.gov.uk

Opening Hours: 8.45am to 17:30pm Mon to Thurs
8:45am to 16:30pm Fridays

OUT OF HOURS

Phone: 0345 606 1212

Email: Emergency.DutyTeamOutOfHours@essex.gov.uk

For guidance: LADO

The role of the Local Authority Designated Officer (LADO) was introduced within 'Working Together to Safeguard Children' guidance in 2006, and has been developed over time to meet changing national guidance. They give advice and guidance on how concerns or allegations should be investigated against adults working with children. [This information](#) will tell you more about the role of the LADO.

You should contact the Children's Safeguarding Service on **03330139797** if you have concerns or receive a complaint or allegation that a worker/volunteer has:

- ☐ Behaved in a way that has harmed a child, or may have harmed a child
- ☐ Possibly committed a criminal offence against or related to a child; or
- ☐ Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

(Working Together, 2018)

The Local Authority Designated Officer will advise you on action to take next.

Any referral should be followed up with a [referral form](#). This form must be completed and emailed immediately to the Duty Local Authority Designated Officer (LADO).

If a concern is raised outside of office hours, and you think a referral to Social Care is required you should contact Essex Social care on **0845 606 1212** and inform the Local Authority Designated Officer at the first available opportunity.

E-mail: childrens.safeguarding@essex.gov.uk
(please note this is not a secure address so any information sent must be password protected)

Local Authority Designated Officers:

Carole Fuller

Mechelle de Kock

Jacquie Wilkes

Rebecca Scott

Family Solutions

Family Solutions is aimed at helping families with a range of issues on a voluntary basis. They work with families for up to 12 months by helping them identify their own solutions to their problems. In the early stages contact with the family can be on an intensive basis, reducing over time as they become more confident at addressing their problems. Their website can be accessed at <http://essexpartnership.org/node/140>

Safeguarding Advisers to Schools:

Jo Barclay – 03330131078

jo.barclay@essex.gov.uk

Matthew Lewis - 03330131072

matthew.Lewis@essex.gov.uk

Appendix B – Recognising signs of child abuse

1. Categories of Abuse:

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

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.

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.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses

- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise - high criticism/low warmth environment
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

4. Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

Bite Marks

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

Burns and Scalds

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

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

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

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

- ☐ 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

5. Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

- ☐ Pain or itching of genital area
- ☐ Blood on underclothes
- ☐ Pregnancy in a younger girl where the identity of the father is not disclosed
- ☐ Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

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

Developmental Sexual Activity

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

Inappropriate Sexual Behaviour

This 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.

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

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

Assessment

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

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
 - **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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

Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2019) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate.

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.

6. Recognising Neglect

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

- ☐ Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- ☐ A child seen to be listless, apathetic and 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

Peer on peer abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Appendix C – So called ‘Honour Based’ Abuse

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including:

- ☐ Female Genital Mutilation (FGM)
- ☐ Forced marriage
- ☐ Breast ironing

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. It involves **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.

1.1 Why is it carried out?

Belief that:

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

1.2 Is FGM legal?

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

1.3 Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

1.4 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

It is essential that schools/colleges take immediate action. Staff members must personally report to the police (101) cases where they discover that an act of FGM appears to have been carried out, in addition to following the standard safeguarding procedures.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

Possible indicators:

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

If there are concerns around possible forced marriage the school will contact the [Forced Marriage Unit](#) in addition to following the usual safeguarding referral procedure. **Never attempt to intervene directly as a school or through a third party.**

Breast Ironing

Breast ironing also known as “Breast Flattening” is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. The practice is commonly performed by a family member.

Much like Female Genital Mutilation (FGM), Breast Ironing is a harmful cultural practice and is child abuse. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. Similarly to Female Genital Mutilation (FGM), breast ironing is classified as physical abuse therefore professionals must follow their Local Safeguarding Children’s Board Procedures.

Breast ironing is practiced in all ten regions of Cameroon and has been reported in Benin, Ivory Coast, Chad, Guinea-Bissau, Kenya, Togo, Zimbabwe and Guinea-Conakry. It is believed that African immigrants have brought breast ironing practice with them to the UK.

Risks

The girl generally believes that the practice is being carried out for her own good and she will often remain silent. Young pubescent girls usually aged between 9–15 years old and from practising communities are most at risk of breast ironing.

Indicators

Breast ironing is a well-kept secret between the young girl and her mother. Often the father remains completely unaware. Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible.

Appendix D - Prevention of Radicalisation

As of July 2015, the **Counter-Terrorism and Security Act (HMG, 2015)** placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

St Helena School has ensured that all of its policies, procedures and practices are reviewed and updated to take account of the need to safeguard children and young people from radicalisation and extremism. This statement encompasses:

- The level of potential risk at St Helena School
- Actions taken to address that risk
- Planned actions to maintain appropriate levels of awareness amongst staff and students.

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

1. **Potential Risk**

The current threat from extremism and radicalisation in the UK can include the exploitation of vulnerable people to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St Helena School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that staff and governors have a duty to protect young people from the negative influence of extremist groups and individuals and potential ‘grooming’ for participation in terrorist activities.

St Helena School is alert to the potential dangers of institutional complacency, including the attitude that ‘it couldn’t happen here’, and is embedding strategies to ensure that governors, staff, parents and young people understand the potential threat and are aware of the indicators of vulnerability.

St Helena School seeks to protect young people against all messages of violent extremism using any means or medium to express views that:

- encourage, justify or glorify political, religious, sexist or racist violence
- subscribe to rigid and narrow ideologies that are intolerant of diversity, leaving those who hold them vulnerable to future radicalization
- foster hatred which might lead to inter-community violence in the UK

- seek to provoke others to terrorist acts
- encourage other serious criminal activity or seek to provoke others to serious criminal acts

The Home Office has identified radicalisation as a priority area, and a Prevent team has been appointed to build resilience in communities and schools in the borough. St Helena School will continue to assess potential threats to inform the development of relevant policies and procedures. This risk assessment will include consideration of student led activities, arrangements for the use of premises by external groups, use of ICT, school policies on Child Protection & Safeguarding and the taught curriculum (including RE, PSHE and History).

2. Protecting against extremism.

2.1 In the curriculum

The Religious Studies department at St Helena School studies the main world religions and promotes tolerance and understanding of world views in timetabled lessons in KS3 and KS4, through both Religious Studies and the PSE curriculum. When appropriate, we discuss current issues in the news that may prompt students to question human behaviour and their motives behind it. We encourage students to use critical thinking skills to identify bias and in doing so develop the skills of analysis and evaluation. Lessons look at 'right' and 'wrong' in terms of religious beliefs and British Law, so it is made clear what is acceptable behaviour in this country.

We follow the Essex agreed syllabus in its requirement to:

- promote discernment
- have secure values and beliefs, and have principles to distinguish right from wrong
- challenge injustice, be committed to human rights and strive to live peaceably with others
- reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs
- develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues
- encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues.

The concept of nationalism in its extreme form arises in History lessons when aggressive nationalism is discussed as a contributory cause of the tensions that led to both world wars in the 20th Century. Whilst studying Nazi Germany, students consider indoctrination of young people, and the consequences of racist and extreme nationalist policies, the Holocaust and euthanasia programmes.

We explore aspects of religion and politics which include exploring aspects of extremist views. Students are encouraged to discuss, as far as possible, why these views are extreme and why and how people in the world may express them. Within work on British Citizenship, students are led into a discussion on the freedom of speech and association. Part of our Sex and Relationship education, during PSE lessons, also allows students to discuss how to make choices about right and wrong, how to resist peer pressure and how to cope with upsetting news or emotional difficulties. These themes are also explored during Drama lessons.

2.2. Tutor Time

Within tutor time students are encouraged to discuss current news items from television and in the press. In this context students can be presented with a more balanced view of a particular story and together we can help and support them if they become worried or distressed about any particular

story, especially where there has been loss of life. We need to be especially sensitive to students whose family members may be in areas that might be the source of many of these news items. Themes of tolerance for others and differences in beliefs, are also explored in assemblies held for cohorts, key stages and the whole school. Individual support from senior staff and pastoral teams can be given to any student that expresses more serious anxiety.

2.3. Role of staff

This school will not tolerate any extremist political or religious views expressed openly by staff or governors, either in school to students or other staff members, or in more public forums such as social media. Staff members may be subject to disciplinary action if necessary.

2.4 Supporting Students

Any of our students may come into contact with extremist literature or propaganda at any time, including when on school trips and in the community. Staff leading or accompanying trips must be vigilant to this possibility. It is our duty to support students who may be distressed or frightened by what they read or see. We must always help students to have a balanced view as well as give them coping strategies in dealing with what may be external pressures; however, we do not want students to become phobic about certain groups or religions.

If a student reports that they have been given information about, or have heard extremist views, please inform a member of the Senior Leadership Team who will then work with parents and a member of the pastoral team to support that child. Please note: we must be extra sensitive with students who may have a family member living or fighting overseas. We are aware of students currently on roll to whom this may apply. Experience has taught us that there will undoubtedly be others.

There may be occasions where students have come into contact with extremist propaganda and have come to school to proselytize or 'spread the word'. We must be vigilant and report to the designated lead for safeguarding any suspicion or incident. Students are vulnerable to such influences and must be safeguarded from any grooming activities related to extremism.

2.5. Parents and Visitors to the school

This school does not tolerate any extremist views expressed by any visitors to the school, including parents. If a staff member hears such views then they must refuse any further dialogue with that person and inform a member of the Senior Leadership Team immediately.

2.6. Reporting Concerns

Where there are concerns that a student might be at risk of extremism or radicalisation (or if they have portrayed extreme views/behaviours) a child protection referral to Social Care will be made in addition to a referral to the PREVENT Team within Essex Police, who will refer to the Channel Programme if required.

3. Planned actions

- ensure all members of the Safeguarding Team attend Prevent training delivered by ECC
- disseminate Prevent training to all staff at St Helena School (teaching staff and support staff)
- implement additional strategies identified during ongoing assessment of risk
- ensure all staff, governors, parents and young people are aware of indicators of vulnerability

- work with community groups to provide information and awareness raising to parents and families
- continue to foster a climate that ensures the whole school community takes the threat of radicalisation seriously and does not adopt an attitude of “it can’t happen here”
- actively engage with key stakeholders such as other schools, Essex Children’s Safeguarding Board, the Local Authority, Essex Police and the Department for Education to develop shared approaches at a local and national level