

Barlows Primary School

Child Protection Policy

Barlows Primary School



"To Give of our Best"

2017-2018

Reviewed and updated: July 2017
Approved by Governing Body: To be approved September 2017

"To give of our best, to work together, to value everyone and learn for life."

National Teaching School
designated by
National College for
Teaching & Leadership



North Liverpool
Teaching School Partnership



BARLOWS PRIMARY
Child Protection Policy 2017-2018

The Acting Headteacher is:	Stacey Feenan (Acting Headteacher)
The Chair of Governors is::	Fiona Chambers
The Designated Safeguarding Co-ordinators for Child Protection are:	Stacey Feenan (Acting Headteacher) Clare Bakstad (Assistant Head)
The Deputy Safeguarding Co-ordinators for Child Protection are:	Rachel Daye (Inclusion Manager) Hannah Williams
The nominated Safeguarding / Child Protection Governor is:	Fiona Chambers
The Deputy (Link) Safeguarding / Child Protection Governors are:	Louise Ashton Armstrong David McGorian
The nominated governor for dealing with allegations against the Headteacher is:	Fiona Chambers

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school.

1. Child Protection Statement:

'Barlows Primary School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.'

'Safeguarding and promoting the welfare of children is everyone's responsibility. 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.' (DFE 2016)

2. Definitions:

A child includes anyone under the age of 18.

Child protection: *'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.'*

Safeguarding Children: *'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.'*

'Safeguarding and promoting the welfare of children is defined 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 (DfE 2016)

3. Policy Aims:

- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.
- To ensure that the school's practice meets local and national guidance

4. Key Principles:

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Keeping Children Safe in Education (DfE 2016) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE 2016)
- 'All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early

identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.' (DFE 2016)

- 'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.' (DFE 2016)
- All staff have responsibility to report their concerns about a child **without delay** to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. 'Concerns about a child should always lead to help for a child at some point.'
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.' Working Together to Safeguard Children (DfE 2015)
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and the Local Safeguarding Children's Board's procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

5. Legislation and Guidance:

Schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2016). **This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 of this guidance.**

Local authorities have a duty to make enquiries under [section 47](#) of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under [section 17](#) of the Children Act 1989.

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

Working Together to Safeguard Children (DfE 2015) provides additional guidance and clearly states:

'Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies'

In addition, Working Together also reinforces the need to take action to provide Early Help before child protection is required:

'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' DFE 2016

The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the Liverpool Children's Safeguarding Board Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for schools and child care providers: '**The Prevent Duty**' (June 2015). The guidance summarises the requirements on schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with Local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an 'Educate Against Hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people.

'Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at-

'Mandatory reporting of female genital mutilation procedural information'

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.' DFE 2016

The school will also consult the government guidance **Multi-Agency Statutory Guidance on Female Genital Mutilation (revised 2016)**. In addition, the school recognises the important role schools have in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published **Multi-agency guidelines**, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmf@fco.gov.uk, DFE 2016)

Early years providers have a duty under section 40 of the **Childcare Act 2006** to comply with the welfare requirements of the **Statutory Framework for the Early Years Foundation Stage**.

The Teaching Standards (DfE 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others'

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition it would be a breach of trust to have a relationship with any school student over the age of 18.

The school will also take account of additional DFE guidance including:

- Working Together to Safeguard Children (DFE, 2015)
- What to do if you are worried [a child is being abused 2015- Advice for practitioners](#) DFE 2015
- The Prevent Duty - Departmental advice for schools and childcare providers DFE 2015
- How social media is used to encourage travel to Syria and Iraq (DFE Briefing note for schools)
- Disqualification under the Childcare Act 2006
- The Ofsted School Inspection Handbook and Inspecting safeguarding in early years, education and skills
- Other DFE statutory guidance including: attendance and children who go missing from home or care which is found here <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

6. Communicating with parents and Visitors:

The following statement is provided to parents so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family'

The following notice is made available to all visitors in reception. In addition all visitors are provided with additional safeguarding guidance.

'Barlows Primary School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the headteacher or Designated Safeguarding Lead any behaviours of any adults working in the school that may concern you. By signing our visitors book you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.'

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception and the staffroom.

Safeguarding Framework:

In addition to this child protection policy the school has procedures or policies in relation to:

- Attendance
- Asthma Policy
- Administering Medicines
- Anti-bullying including Cyber Bullying
- Behaviour and Discipline
- Bereavement Care Policy
- Safer Working Practices Code of Conduct for staff, governors and volunteers (guidance on safer working practices)
- Children in Care (Looked After Children)
- Critical Incidents Plan
- After School Club
- After School Activities
- Educational Visits
- Data Protection
- Drug and Substance Misuse

- Disability Objectives and Access Plan
- Equal Opportunities
- Health and Safety
- First Aid and Communicable Diseases
- Intimate Care
- Internet (Online Safety)
- Risk Assessments
- Safe Recruitment Practices
- Managing Allegations Against Staff
- School and Site Security
- Safeguarding Advice for Visitors- Code of Conduct for Visitors
- Special Educational Needs and Disabilities
- Sun Protection Policy
- Taking and Using Photographs
- Whistle-blowing

7. Roles and responsibilities:

The Governing body should ensure that:

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education (DfE 2016) and Working Together to Safeguard Children (DfE 2015).
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's 'Responding to Needs Framework.'
- The Child Protection Policy is reviewed annually and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium, 2016)
- The school's practice is reviewed in line with Local Authority guidance, Liverpool Children's Safeguarding Board priorities and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team. There are colleagues trained to provide cover for the role.
- The school has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the school.

- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Headteacher.
- There is an additional nominated governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the headteacher review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, views and the progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.
- The Governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after.

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The Headteacher will ensure that:

- The Single Central Record is maintained and up-to-date and the safer recruitment practices set out in Keeping Children Safe 2016 are followed,

including pre-employment checks. At least one member of every recruitment panel has attended safer recruitment training.

- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and / or the National College of School Leadership as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education 2016 and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.
- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately.

Designated Safeguarding Lead

Keeping Children Safe in Education DfE 2016 sets out the broad areas of responsibility for the Designated Safeguarding Lead:

Manage referrals

The designated safeguarding lead is expected to:

- *Refer cases of suspected abuse to the local authority children's social care as required;*
- *Support staff who make referrals to local authority children's social care;*
- *Refer cases to the Channel programme where there is a radicalisation concern as required;*
- *Support staff who make referrals to the Channel programme;*
- *Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and*
- *Refer cases where a crime may have been committed to the Police as required.*
-

Work with others

- *Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;*
- *As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and*
- *Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.*

Undertake training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- *Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;*
- *Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;*
- *Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;*
- *Are alert to the specific needs of children in need, those with special educational needs and young carers;*
- *Are able to keep detailed, accurate, secure written records of concerns and referrals;*
- *Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;*
- *Obtain access to resources and attend any relevant or refresher training courses; and*

- *Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.*

Raise Awareness

- *The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;*
- *Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;*
- *Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and*
- *Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.*

Child protection file

- *Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.*

Availability

- *During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.'*

According to Local Guidance it is expected that the Headteacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or National College of School Leadership.

In addition to the role outlined in Keeping Children Safe the Designated Safeguarding Lead is also expected to ensure that:

- Children's Services is notified if a child subject to a Child Protection Plan is absent for more than two days without explanation and the social worker is informed when a child subject to a Child Protection Plan or a Child in Need Plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training.

- Child protection records are kept securely and separately from the child's normal file
- The school attends and contributes to Child Protection Case Conferences and Child in Need Meetings, ensuring actions are completed in a timely manner.
- The school escalates its concerns with other agencies when a child's needs are not being met.
- All staff read and understand part 1 of the DfE (2016) guidance Keeping Children Safe in Education and have available to them other key documents and guidance.

All staff and volunteers should:

- Contribute to ensuring students learn in a safe environment.
- Read and understand as a minimum part 1 of the DFE (2016) guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in part 1 of the DFE (2016) guidance Keeping Children Safe e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or any of the safeguarding team. Report any concerns without delay about the behaviour of an adult towards a child to the Headteacher, Designated Safeguarding Lead, Chair of Governors or Local Authority Designated Officer for Allegations against Staff (0151 233 3700).
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to. (Liverpool Careline 0151 233 3700). Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the Guidance for Safer Working Practices for Adults Working with Children (2015)
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to. (Liverpool Careline 0151 233 3700).
- Be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should recognise that children are capable of abusing their peers. Staff must challenge

any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DFE states *'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.'* Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHs', 'Brook' and 'Barnardos'. A risk assessment may need to be in place. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.

- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse. 'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. 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; and
 - communication barriers and difficulties in overcoming these barriers.' (DFE 2016)

The DFE has provided additional practice guidance 'Safeguarding Disabled Children' DFE 2009.

- Have access to the school's managing allegations against adults procedures and whistle blowing policy.
- (The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.)
- Have access to 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

8. Procedures for reporting Child Protection or Child Welfare Concerns:

- All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Headteacher or any member of the School Leadership Team. This should be followed by a written account of the concerns completed on the school's Child Protection/Child Welfare Incident Form.
- Consideration will need to be given to immediately protecting the child and contacting the police or other emergency services.

- The Designated Safeguarding Lead will follow the LSCB and Local Authority Procedures and consider the child's needs alongside the LSCB's Levels of Needs/Responding to Needs Framework and consider whether an early help assessment or referral to children's services is needed.
- Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

School Improvement Liverpool School's Safeguarding Handbook and Part 1 of Keeping Children Safe in Education (DFE 2016) provides key flowcharts and guidance to support staff and volunteers understanding and decision making. **This will support staff to make a referral themselves should that become necessary.**

School Improvement Liverpool School's Safeguarding Handbook will provide additional guidance about indicators of abuse and harm and how to respond to a disclosure.

Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27 of Keeping Children Safe in Education (DFE, 2016). Staff may be required to support social workers and other agencies following any referral.

If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. Keeping Children Safe in Education provides additional guidance.

9. Additional Child Protection Guidance provided to all adults working with young people which will include:

- Part 1 of Keeping Children Safe in Education (DfE 2016)
- The School's Code of Conduct for staff and volunteers
- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2015)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to Female Genital Mutilation, Forced Marriage, Child Sexual Exploitation, Extremism and Radicalisation, Neglect and online-safety
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures
- 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

10. On-line safety, data protection and the use of digital photographic equipment

The school's on-line/E-safety/ Acceptable User policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use by all. There is a clear code of conduct for staff and volunteers for using new technologies, mobile phones and personal photographic equipment around children. The school will consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

The DFE highlights the risks of new technologies:

'The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm'

Staff should bring immediately to the attention of the Designated Safeguarding Lead and senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

11. Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. Unauthorised attendance will be closely monitored. The attendance children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a Child Protection Plan, a Child In Need, are Children Looked After and/or SEN will be monitored on a daily and weekly basis. Social care will be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team, including the EWO, school nurse and Safer Schools Officer, are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and best practice would be for an appropriate professional to visit the home and speak to the child away from their parents/carers, particularly if there are any safeguarding concerns. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

12. Private Fostering

Our school has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie.) A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in *Keeping Children Safe in Education*.

13. Complaints

Complaints about safeguarding should follow the school's complaints policy. The school and Local Authority also have whistle blowing procedures.

Policy Updated: July 2017

Policy agreed by *Governors* at the *Health and Safety Committee Meeting*: To be ratified at next full governors meeting

1.7 Specific guidance in relation to forced marriage, female genital mutilation, child sexual exploitation, children with disabilities and neglect Forced Marriage (FM) and Honour Based Violence (HBV) guidance

Additional multi-agency practice guidance, videos and a children's book can be found here:

<https://www.gov.uk/guidance/forced-marriage>

Cases of forced marriage and honour based violence can involve complex and sensitive issues. It is important to remember the '**Once Chance Rule**' which reminds us to believe them and act immediately to protect them as we may only get one opportunity. Schools will find the following information will support them to understand their responsibilities. Schools should always contact **Careline** if they believe a child is at risk of harm or in significant need. They should contact police to provide immediate protection to the child.

The Law: Forcing someone to marry against their will is now a criminal offence. The maximum penalty for the new offence of forced marriage is seven years imprisonment. Law enforcement agencies will also be able to pursue perpetrators in other countries where a UK national is involved under new powers defined in legislation. The new criminal offences will work alongside existing civil legislation (Forced Marriage Protection Orders - FMPOs) allowing victims to pursue a civil or criminal option.

Definitions:

An Arranged Marriage: Whilst both the spouses' families take a lead role to arrange the marriage the choice to accept the arrangements remains with the individuals themselves.

A Forced Marriage: Duress is often involved to force someone in to marriage against their wishes. This can include someone with learning difficulties who is unable to consent. Duress can include physical, financial, sexual or emotional pressure.

Honour Based Violence: 'Honour' based violence is a crime which is committed to protect or defend the perceived honour of the family and/or community.

Both Forced Marriage and Honour Based Violence is a fundamental abuse of someone's human rights.

What are the justification behind Forced Marriage and so called honour killings/violence?

- As a response to a perceived "dishonour"
- Controlling unwanted behaviour and sexuality
- Preventing unsuitable relationship outside, for example ethnic, culture, religious or caste group
- Strengthen family links
- Ensuring land, property and wealth remain within the family
- Cultural/religious belief
- Issues related to immigration
- Peer and family pressure

Communities: Anyone can be at risk of forced marriage and honour based violence, but some communities are more at risk than others including Pakistan, Bangladesh, India, Africa, Turkey, Afghanistan, Iran and Iraq.

If you become aware of cases of forced marriage and honour based violence consider the following advice. Do the following:

- See them immediately in a secure and private place where the conversation cannot be overheard.
- See them on their own - even if they attend with others
- Consider the need for immediate protection and placement away from family
- **Refer them to Careline (follow the Liverpool forced marriage protocol on www.liverpoolscb.org)**
- Remember if a child is at risk you cannot keep a secret but must refer them to Careline and Police

Never: mediate with the family, fail to report, under estimate the risk, use a family member as an interpreter or send the child away

Useful Contacts:

National Support

- Forced Marriage Unit 0207008 015, fmfco@fco.gov.uk
- Child Helpline: 0800 1111 www.childline.org.uk
- Karma Nirvana Helpline: 0800 5999 247
- NSPCC: 080 8800 5000
- Iranian/Kurdish Women's Right Organisation 0207 9206460

Local Contacts:

- Merseyside Forced Marriage & HBV Protocol: www.liverpoolscb.org
- Saveria Liverpool (DAS for BAMER Communities): 07716 266 484
- <http://www.saverialiverpool.co.uk/>
- Amadudu (BME Refugee): 0151 734 0083
- South Liverpool DVS; 0151 494 2222
- LDAS 0151 263-7474

- Irish Community Care: 0151 237 3987
- ABC DVP: 0151 482 2484
- WHISC: 0151 707 1826
- Liverpool Domestic Abuse service: 0151 263 7474

Useful Words

You may overhear some of the following words which may raise your concerns. Equally knowledge of these words may build trust with the victim.

Izzat - mainly used in South Asian families meaning Honour

Namus - used very often in Middle Eastern Context - interested as honour as it directly relates to women's virtue and overall sexual integrity

Ird (Bedouin) - code of honour for women, linked to sexual integrity "protected by men" and linked to Sharaf

Sharaf - general honour code which includes responsibility for protecting Ird

Sharam - used mainly in South Asian communities meaning 'shame'

Diss - used mainly in Western urban context taken from the meaning 'disrespect'

Female Genital Mutilation:

Guidance provided by Liverpool Safeguarding Board:

The World Health Organisation (WHO) defines 'Female Genital Mutilation', also referred to as 'Female Genital Cutting' and 'Female Circumcision' as: all procedures that involve partial or total removal of the external female genitalia or other injury to the female genital organs for non medical reasons.

According to the WHO, between 100 and 140 million girls and women worldwide have undergone some sort of FGM and each year a further 2 million girls are at risk.

The International Centre for Reproductive Health estimates that in the UK 279,500 women have undergone FGM, and approximately 22,000 girls under the age of 18 are at risk each year.

FGM is practised in more than 28 countries across Africa, Asia and the Middle East Burkina Faso, Djibouti, Egypt, Eritrea, Ethiopia, The Gambia, Guinea, Liberia, Mali, Mauritania, Sierra Leone, Somalia and Sudan. UK communities most at risk include Kenyan, Somali, Sudanese, Sierra Leoni, Egyptian, Nigerian and Eritrean as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

National Legislation

In England, Wales and Northern Ireland all forms of FGM are illegal under the Female Genital Mutilation Act 2003. A person is guilty of an offence if he/she, excises, infibulates or otherwise mutilates the whole or any part of a girl's labia majora, labia minora or clitoris except for operations performed on specific physical and mental health grounds by registered medical or nursing practitioners. It is also an offence to assist a girl to mutilate her own genitalia. FGM is an offence which extends to acts performed outside of the UK and to any person who advises, helps or forces a girl to inflict FGM on herself. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 will be liable to a fine or imprisonment of up to 14 years, or both.

FGM is considered to be a form of child abuse as it is illegal and is performed on a child whom is unable to resist or give informed consent.

'Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18' DFE 2016

At what age is FGM carried out?

The age at which FGM is carried out varies greatly. It can be carried out any time from shortly after birth up to adulthood. Girls between 4 and 14 years of age are most at risk. In adults FGM may be carried out immediately before marriage and immediately after child birth.

FGM is usually carried out by an older woman in a practicing community, for whom it is a way of gaining prestige. It can also be a lucrative source of income.

The procedure is normally carried out by several women unexpectedly approaching a girl and holding her down on the floor. Hazards include lack of medical expertise, lack of anaesthesia and lack of hygiene. Instruments used can include unsterilized household knives, razor blades, broken glass and stones.

Types of FGM

FGM has been classified by the World Health Organisation into 4 types:

Type 1 - (Sonja) Cutting away the clitoral hood, with or without the removal of the clitoris

Type 2 - (Excision) Removal of the clitoris with partial or total removal of the labia minora

Type 3 - (Infibulation) Removal of the clitoris, labia minora and labia majora with stitching of the vaginal opening

Type 4 -Involves tribal cutting or burning of the vaginal orifice or the use of corrosives to narrow the vaginal passage. This may include pricking, piercing, incision and scraping.

Justifications used by those who practice FGM

In reality, there is no social, moral or religious justification for FGM. However, those who support FGM may use the following reasons or 'myths' to try to explain the practice. They may say FGM:

- Is part of being a woman;
- Is a rite of passage;

- Gives a girl social acceptance, especially for marriage;
- Gives the girl and her family a sense of belonging to the community;
- Fulfils a religious requirement mistakenly believed to exist;
- Perpetuates a custom / tradition;
- Helps girls and women to be clean and hygienic;
- Is mistakenly believed to make childbirth safer for the infant.

Signs, symptoms or indicators of a young person at risk of FGM

- The child's mother or relative has undertaken FGM
- Being withdrawn by parents/carers from sex education lessons
- A child talking about a special ceremony
- A family arranging a long holiday abroad
- Knowledge that an older sibling has undergone FGM
- A child belonging to one of the high risk communities listed above
- A young person talking of getting ready for marriage, becoming a woman or being cut
- A young person becoming withdrawn and anxious
- A young person being concerned about a forthcoming holiday or a visit by a relative
- The socio-economic position of the family and the level of integration within UK society can increase risk
- Parents state that they or a relative will take the child out of the country for a prolonged period;
- A child may talk about a long holiday (usually within the school summer holiday) to her country of origin or another country where the practice is prevalent;
- A child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion;
- A professional hears reference to FGM in conversation, for example a child may tell other children about it;

Signs, symptoms or indicators of children who may have been subject to FGM

- Prolonged absence from school
- Changes in behaviour following a holiday e.g. becoming more secretive
- Becoming more withdrawn or subdued or isolating themselves from others
- Looking uncomfortable or finding it difficult to sit still
- Complaining about pain in their groin
- Menstrual problems or bladder/urinary tract infections
- Talking about having to keep a secret
- Avoiding physical activity

Professionals should be aware of the ONE CHANCE RULE whereby a young person may say something that suggests they are at risk.

What schools should do:

- Listen to the child alone
- Contact Careline and the police without delay

Schools should also read in full the revised LSCB FGM multi-agency procedures at <http://www.liverpoolscb.org/>

If you identify a female under 18 has had FGM you have a duty to report this under the Serious Crime Act (2015) to the police via the non-emergency number 101.

Any information or concern that a child or Adult at risk is at immediate risk of, or has undergone, FGM must result in a safeguarding referral to the Local Authority Social Care following your usual procedure for your local area and the Police. Immediate danger dial 999')

Multi agency guidance can be found here:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

What schools should NEVER do:

- Delay sharing information
- Attempt to mediate with the family or the community
- Inform the parents they have made a referral **without** the consent of police and children's services

Remember: The parents may believe they are doing the right thing by their child and informing them may put the child at risk because they may act to silence her or bring forward their plans to take her abroad or undertake FGM.

We must remember that FGM is gender based violence and not a cultural practice or celebration of a girl's development.

NSPCC FGM Helpline:0800 028 3550 Email: fgmhelp@nspcc.org.uk

The same services listed at the end of the Forced Marriage, can be contacted for support and advice for FGM.

Further guidance:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

On line training can be found here:

<https://www.FGMelearning.co.uk/>

Child Sexual Exploitation

Schools should follow the Pan-Merseyside protocol and pathway available on the LSCB website: <http://www.liverpoolscb.org/>

All referrals to children's services on the M.A.R.F (multi agency referral form) should be accompanied by CSE1 (an assessment and referral tool). The LSCB guidance CSE2 will support the process of completing CSE1.

Guidance provided by Barnardos and Merseyside Safeguarding Boards:

Child Sexual Exploitation is largely a 'hidden problem'. The law defines anyone below the age of 18 as children. Legally a child below the age of 13 is not capable of consenting to sex. Whilst the legal age that someone can consent to sex is 16 years of age, consensual non-exploitative sex between children of similar age below 16 is unlikely to lead to a prosecution. However it is clear children are unable to freely consent to sexual activity when threatened by violence, when there is an imbalance in power or when they are under the influence of alcohol or drugs. Sadly there is evidence that too many professionals and communities describe the victims as making 'life style choices by engaging in risky behaviour' and even 'promiscuous', 'prostituting themselves' or 'liking the glamour'. Here there is a clear failure to acknowledge the initial manipulative grooming process or the threats or actual violence. Unfortunately these children's own challenging behaviours and criminal activities are seen ahead of the underlying causes, even when sexual exploitation is recognised. It is evident that poor assessments do not always lead to sexual exploitation even being identified. In addition, isolation from friends and family and a growing dependence on abusers is a characteristic of child exploitation cases.

A definition of sexual exploitation:

'Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of

choice resulting from their social/economic and/or emotional vulnerability.' National Working Group

Research by Barnardo's (Puppet on a String: The urgent need to cut children free from sexual exploitation, 2011) indicates that there are different forms of sexual exploitation:

- 1. Inappropriate relationships which usually involve an older perpetrator who has power or control over the young person (physical, emotional or financial). The young person may believe they are in a loving relationship or may simply be expected to have sex for food and shelter.*
- 2. The 'Boyfriend' model is where the perpetrator grooms the young person to believe they are in a relationship before coercing or forcing them to have sex with friends and others. Barnardo's report a rise in this type of peer activity which is sometimes linked to gang activity.*
- 3. Organised/networked sexual exploitation or trafficking. This is undertaken by networks of serious organised criminals who organise sex parties and prostitute young girls and boys. This may involve girls being traded and moved around the country. Young boys and girls will also be forced into recruiting other victims.*

Barnardos provides the following key guidance:

Who is most at risk?

Young people who are socially, emotionally and economically vulnerable are at particular risk of sexual exploitation.

The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, and parental criminality).
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect).
- Recent bereavement or loss.
- Gang association either through relatives, peers or intimate relationships
- Attending school with young people who are sexually exploited.
- Learning disabilities.
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families.
- Friends with young people who are sexually exploited.
- Homeless.
- Lacking friends from the same age group.
- Living in a gang neighbourhood.
- Living in residential care.
- Living in a hostel, bed and breakfast accommodation or a foyer.

- Low self-esteem or self-confidence.
- Young carer.
- Excluded from school

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- Associating with significantly older men
- Getting into cars of an unknown male, including being picked up at school or care home
- Having keys to unknown premises or having hotel keys/key cards
- Unusual association with taxi drivers/firms
- Missing from home or care, absence from school.
- Regularly returning home late or going missing overnight or for several days
- Knowledge of different towns or cities
- Being defensive about where they have been and what they have been doing
- Physical injuries and having marks or scars on the body which they try to conceal
- Drug or alcohol misuse.
- Involvement in criminal offending behaviour
- Becoming disruptive at home or school
- Repeat sexually-transmitted infections, pregnancy and terminations.
- Change in physical appearance including looking tired or ill and sleeping during the day
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites.
- Disclosure of a sexual assault which is later withdrawn
- Estranged from their family and being hostile and aggressive with parents/carers
- Receipt of gifts from unknown sources. (e.g. money, mobile phones, clothes, jewellery)
- Having multiple mobile phones and/or sim cards
- Overt sexualised dress, Sexting
- Changes in physical appearance (more/less make up, poor self image)
- Recruiting others into exploitative situations.
- Poor mental health.
- Self-harm or thoughts of or attempts at suicide
- Displaying sexually inappropriate or harmful behaviours

Adults and young people should be aware of the grooming process which involves:

Targeting Stage:

- Observing and identifying a vulnerable young person and befriending them and gaining their trust.

Friendship Forming Stage:

- Making the young person feel special

- Spending time alone with them
- Giving gifts, compliments, food, shelter
- Listening and remembering
- Keeping secrets and being a listening 'ear'
- Offering support and protection
- Pretending 'to understand them'
- Testing out physical contact e.g. accidental touching

Loving Relationship Stage

- Establishing a sexual relationship
- Becoming their boyfriend/girlfriend
- Lowering their inhibitions e.g. by showing them pornography
- Engaging in forbidden activities e.g. night clubs, alcohol and drugs
- Being inconsistent by building up hope and then punishing them

Abusive Relationship Stage

- Becomes 'an unloving' sexual relationship
- Withdrawal of love and friendship
- Isolating them from family and friends
- Manipulating the young person by suggesting that the young person 'owes them'
- Threatening behaviour
- Physical and sexual assaults
- Giving them drugs and alcohol
- Making them have sex with other people
- Reinforcing dependency by stating to the young person they are 'damaged goods'
- Developing feelings of guilt, shame and fear within the young person

Extremism and Radicalisation

The expectation that schools can help to protect children from extremism and violent views is not a new one, however the Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for schools and child care providers: 'The Prevent Duty' (June 2015). This guidance summarises the requirements on schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

What schools should do:

- Schools should take account of the four themes (risk assessment, working in partnership, staff training and IT policies)
- Schools are not expected to have an additional policy as the school's child protection policy will cover the responsibilities of schools.

Quick check:

- Appropriate vetting of guest speakers/visitors to ensure they don't offer extremist views?
- Has your Designated Safeguarding Lead completed Prevent Awareness Training (WRAP)?
- Does your school IT system prevent children from accessing inappropriate sites and detect inappropriate use (filtering and monitoring)?
- Does your child protection and safeguarding policies make reference to your responsibilities under the Prevent Duty?
- Do you have clear procedures in place for protecting children at risk of radicalisation? (Your designated safeguarding lead and safeguarding team understand should know how to refer concerns to Careline who may then draw upon the services of police and the Channel Programme.)
- Can your staff recognise children at risk and know how to support them including when to make a referral?
- Have they had additional guidance or training?
- Does your school support children to stay safe on-line in school and outside?
- Does your PHSE curriculum provides pupils with the time to explore, in a safe environment, sensitive or controversial issues and helps them to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and well-being?
- Does your school take account of the DfE guidance, supporting young people to live in modern Britain: 'Advice on Promoting Fundamental British Values in Schools' (DfE 2014)?
- Do you build children's resilience to radicalisation?

Children who may be at risk of extremism and radicalisation:

There is no single profile of a young person, however the following may lead to a child becoming involved in extremism and radicalisation:

- The child may experience social isolation.
- They may be searching for answers to questions about identity, faith and belonging.
- They may be distanced from their cultural/religious heritage and experiences.
- They may experience local community tensions.
- They may be vulnerable because of their own low self-esteem.
- They may have experienced bereavement or loss.
- They may feel aggrieved by experiences of racism, discrimination or government policy.
- They may have special educational needs.

- They may have perceptions of injustice.
- They may have little understanding of the consequences of their actions or little awareness of the motivations of others.
- They may experience a feeling of failure.
- They may be driven by a need for identity, social network and support.
- They may be driven by a desire for adventure, excitement or a change in their status.

Possible indicators that a child may be becoming radicalised:

- Use of inappropriate language.
- Adopt a 'them and us' approach.
- Possess extremist literature.
- Significant changes in appearance and/or behaviour.
- Identifying with a group or ideology.
- Accessing extremist websites and social networking sites.
- Advocating violence to resolve political and social situations.
- Greater degree of personal social isolation, alongside greater association with known extremists.
- Making contact with known extremist recruiters.
- Seeking to recruit others to their extremist ideology.
- Drawing pictures or symbols, including in their exercise books.
- Unwilling to engage in class activities.
- Displaying racist and homophobic language.
- Changes in dress, tattoos, badges on clothing.
- Change in vocabulary.
- Prone to outbursts.
- Asking unusual/concerning questions.
- Other changes in behaviour associated with neglect and a change in someone's emotional wellbeing.

Referral Mechanism

School staff and Designated Safeguarding Leads should follow the normal safeguarding procedures and act to protect children who are immediately at risk by ringing the Police. Other children will need to be referred to Careline. Following this a referral may need to be made to the Channel Programme. In addition, schools can seek advice from:

Liverpool Prevent Coordinator or Tel: 0151-233-7015

Paul Storey Channel Coordinator

Direct Line 01517778328 or 07739 822 286

Paul.Storey_E@merseyside.police.uk

Special.Branch@Merseyside.pnn.police.uk or Tel: 0151-777-8505

Resources:

- Free DFE prevent training can be found here:
<https://www.elearning.prevent.homeoffice.gov.uk/>
- DFE 'Educate against Hate' website
- Advice on Promoting Fundamental British Values in Schools' (DfE 2014)
- The Prevent Duty (Statutory Guidance for Schools and Childcare Providers DFE 2015)
- How Social Media is used to encourage travel to Syria and Iraq (Briefing Note to Schools, DFE 2015)
- Confidential Anti-Terrorist Hotline 0800 789 321
- My Former Life Project - foundation4peace.org
- www.got.uk.net/
- www.preventforschools.org (all secondary settings have free access to this)
- Safer Internet Centre Website
- CHANNEL general awareness training module- DFE website
http://course.ncalt.com/Channel_General_Awareness/01/index.html
- Think u know website

The DFE offer the following reasons, as examples, as to why disabled children are more vulnerable to abuse:

- Many disabled children are at an increased likelihood of being socially isolated, with fewer outside contacts than non disabled children
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour
- They have an impaired capacity to resist or avoid abuse
- They may have speech, language and communication needs which may make it difficult to tell others what is happening

- They often do not have access to someone they can trust to disclose that they have been abused
- They are especially vulnerable to bullying and intimidation
- Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home, but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day-to-day physical care needs.

Examples:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding, leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting
- misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will.

Neglect

'Child neglect in 2011 - An annual review by Action for Children in partnership with the University of Stirling':

Neglect is extremely damaging to children in the short and long term. The experience of neglect affects physical, cognitive and emotional development; friendships, behaviour and opportunities. For many people, the most obvious form of neglect is poor physical care. It is certainly very damaging for children's health and development to be inadequately fed and clothed. But neglect can also take many other forms, not all of them accompanied by the obvious physical signs of being severely under- or over-weight, dirty and scruffy. .

Some sign, symptoms and indicators of neglect:

- being left alone in the house or in the streets for long periods of time
- lack of parental support for school attendance
- being ignored when distressed, or even when excited or happy
- lack of proper healthcare when required
- having no opportunity to have fun with their parents or with other children
- speech and language delay
- missed/failed development checks
- learning difficulties or poor educational progress
- poor attendance, including nursery
- general development delay
- young children picked up late from nursery/school
- poorly supervised both within and outside the home, enabling the child to engage in risk taking behaviour
- caring for young siblings
- frequent accidents or minor injuries/bruising
- poor dental care
- recurrent infections, nappy rash, head lice, skin conditions
- not registered with a GP or Children's Centre
- delay in seeking medical help, missing medical appointments, inadequate immunisations
- not agreeing to assessments or referrals for the child's behaviour or mental health
- failure to follow up a child's hearing or sight problems
- weight loss or gain, gross obesity
- lack of height gain
- excessively hungry, hoarding or stealing food, feeding problems
- inadequate unbalanced diet
- inappropriately dressed for the weather, inappropriate clothes for age, gender or size
- the child or their clothes are unclean or smell
- lack of parental stimulation
- poor parental attachment to the child
- parent ignores child's emotional needs and fails to provide appropriate stimulation
- lack of age appropriate boundaries set for the child
- child has behavioural difficulties, under stimulation, cries excessively, seeks attention or is withdrawn
- poor concentration or finds it difficult to settle in
- destructive or aggressive
- child socially isolated from peers, absence of friends