



Evelyn Street Primary School 2017 - 2018

Safeguarding Children/ Child Protection Policy

Signed Chair -

Date:

Signed: Headteacher -

Date:

Review date: October 2018

This policy has been approved under Chair's Action on 01.09.17. This policy will be ratified at the next Local Governing Body meeting on 06.12.17.

DOCUMENT STATUS

Version	Date	Action
1	Dec 2009	New policy
2	Jan 2012	Revision
3	Sept 2012	Updated policy
4	October 2014	Updated policy
5	September 2016	Updated policy
6	June 2017	Updated policy

Named personnel with designated responsibility for Child Protection

Academic year	Designated Senior Lead	Deputy Designated Senior Lead
2009 - 2010	Louise Smith	Kay Tobin
2010 – 2011	Louise Smith	Kay Tobin
2011 – 2012	Louise Smith	Kay Tobin
2012 – 2013	Jenny Hindley	Kay Tobin
2013 - 2014	Jenny Hindley	Kay Tobin
2014 - 2015	Jenny Hindley	Kay Tobin
2015 – 2016	Louise Smith	Kay Tobin, Clare Westwell, Beth Goodier
2016 – 2017	Louise Smith	Kay Tobin, Clare Westwell, Beth Goodier
2017 – 2018	Jenny Hindley	Kay Tobin, Clare Westwell, Beth Goodier

POLICY REVIEW DATES

Review Date	Changes made	By whom	Date Shared with staff
May 2015	Further information added on radicalisation	SLT/BG	May 2015
January 2016	Removal of Jenny Hindley as SPOC	BG	23.01.16
June 2017	The school's designated Prevention Officer (Stopping People Supporting Terrorism) is Amber Jones she can be contacted on 01606 362121. Governor to Local Governing Body. ES Community Primary School to ES Primary School. DSL name updates	BG	23.06.17
October 2017	Safeguarding Governor Pam Worrall removed due to resignation.		
June 2019			

- **The Local Authority Single Point of Contact for radicalisation/extremism and the government's counter-terrorism programme PREVENT is Amber Jones on 01606 362121.**
- **The Local Authority Single Point of Contact for Child Sexual Exploitation is Rose Clark.** If you have any concerns around this topic or want advice or support please contact Rose on **01925 442928.**
- **The Local Authority Single Point of Contact for managing allegations is Fiona Cowan 01925443101 and Beki Byron 01925443102.** If you have any concerns around this topic or want advice or support please contact the above named personal.
- **The Local Authority Single Point of Contact for Child Missing in Education is Dave Samson.** If you have any concerns around this topic or want advice or support please contact Dave on 01925442261
- **The NCPCC Whistleblowing helpline is 0800 0280285**

Dates of Staff Training

	Updated - Safeguarding Training	Safeguarding, eSafety, Behaviour	Homophobic Bullying/LGBT Training	Radicalisation Training/ PREVENT	F.G.M, PF Training & forced marriage
Andrea Barton	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Sue Breary	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Bev Brinksman	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Nici Briscoe	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Lauren Burrows	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Staci Cooper	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Louise Curnow	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Liz Dickenson	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Lisa Dix Baker	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Nikki Edwards	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Josh Edwards	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Tom Edwards	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Andrew Ferguson	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Louise George	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Beth Goodier	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Joy Haddock	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Rachel Hadwin	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Wendy Haining	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Lizzie Hampson	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Joanna Harrison	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Jenny Hindley	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Sarah Irvine	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Mike James	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Sharon Johnson	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Angela Lawton	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Emma Leigh	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Emma Lightfoot	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Paul Martin	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Gill Morgan	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Lacy Muir	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Viki Lovato	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Kathryn Neill	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Sandra Petrie	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Callum Porter	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Luci Potts	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Sarah Powney	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Katie Pendlebury	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Caroline Roberts	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Laura Rutter	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Arthur Simpkins	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Louise Smith	01.09.16	01.09.16	01.09.16	01.09.16	01.09.16
Vicky Stout	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Kay Tobin	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Glenda Tonge	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17

Dates of Staff Training

	Updated - Safeguarding Training	Safeguarding, eSafety, Behaviour	Homophobic Bullying/LGBT Training	Radicalisation Training/ PREVENT	F.G.M, PF Training & forced marriage
Joanne Upham	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Clare Westwell	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Danielle Williams	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17
Debbie Williamson	05.09.17	05.09.17	05.09.17	05.09.17	05.09.17

All staff have relevant safeguarding training throughout the year including refreshers and updates. New staff have an in-depth induction about school procedures and links to all policies.

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In September 2016, the DfE updated the statutory guidance on safeguarding.

Full guidance, ***Keeping Children Safe in Education*** at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Eight page summary for staff at:

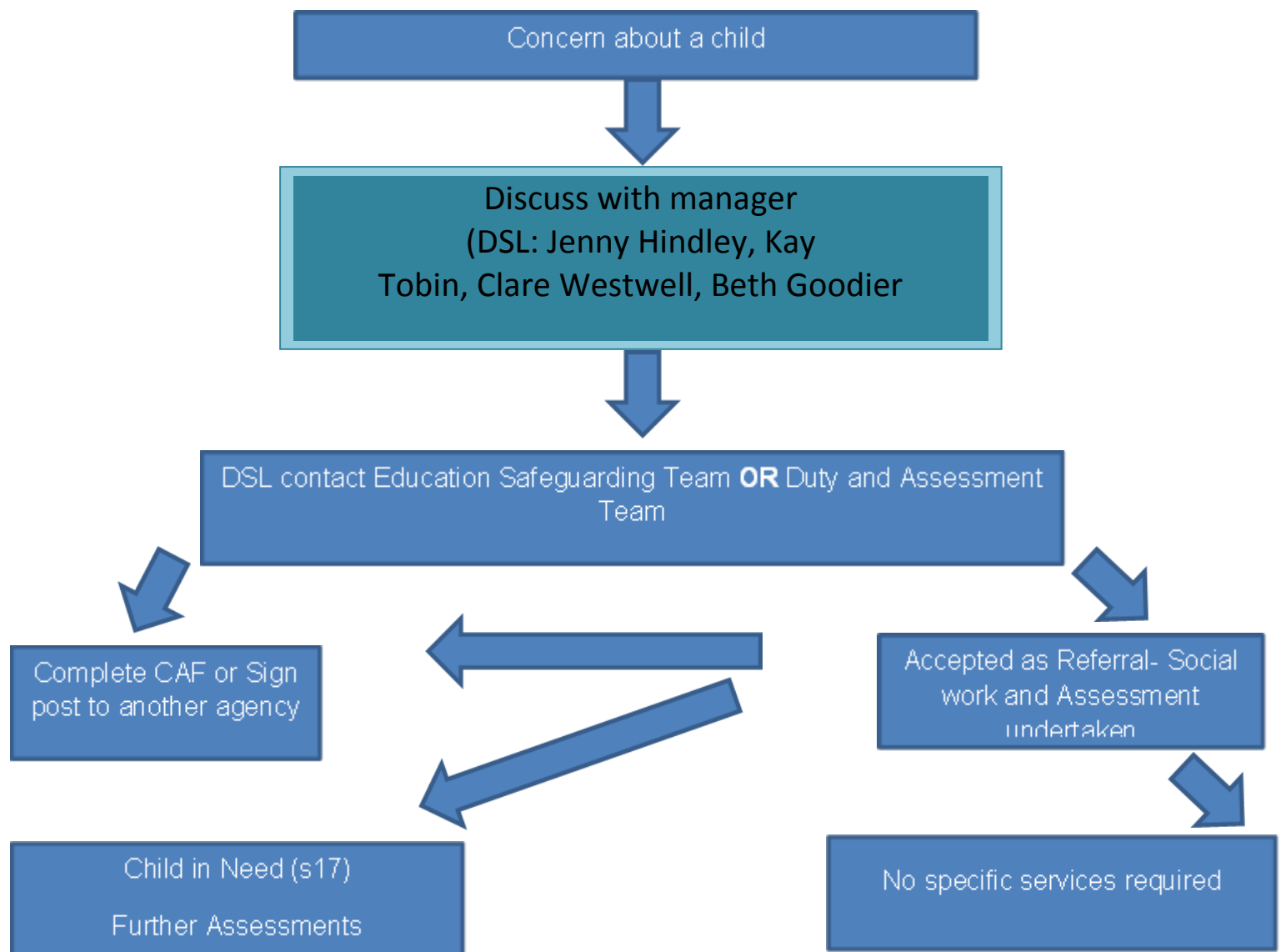
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300319/KCSI_E_FINAL_8PG.pdf

Working together to safeguard children 2013

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

These documents are intended to support schools making urgent necessary updates to their safeguarding policies. It is not a complete solution but a starting point for discussion. A model policy is included in order to indicate the level of review which may be necessary in schools.

Processes and procedures for Safeguarding Children



When a member of staff has a concern about a child, these concerns should be filled out onto a 'Yellow form' which is held in the school office. All information should be kept factual with no use of emotive language. These forms should be sent immediately to the office and passed to Beth Goodier (Welfare Co-ordinator) if not an alternative DSL. It is important to note that your responsibility does not end here. It is YOUR responsibility to follow up any concerns raised until you are happy with the outcome.

Safeguarding Policy

What is safeguarding?

‘Protecting children from maltreatment: preventing impairment of children’s health and development: ensuring that children grow up in circumstances consistent with the provision of safe and effective care: taking action to enable all children to have the best possible outcome’.

Keeping Children Safe in Education 2016

Safeguarding is what we do for all children; and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed. Typically the child protection policy will refer to quite clear procedures, whilst the safeguarding policy will be broader.

In other words the Safeguarding Policy includes the Child Protection Policy, as well as links to other policies.

Suggested policy links:

- Attendance- monitoring **ALL** pupil’s absence from school including vulnerable children.
- **Health and safety** (pupils’)
- Bullying, including cyber-bullying
- Anti-discrimination
- Physical intervention
- Meeting the needs of pupils with medical conditions
- First Aid
- Special Educational Needs and Disability (SEND)
- Drug and substance misuse
- Educational visits
- Intimate care
- Internet or e-safety
- School security
- Visitors
- Safer Recruitment
- **Disclosure and Barring Service checks**
- Issues which may be specific to a local area or population

The policies highlighted above are all statutory policies.

With regard to safeguarding and child protection, the only relevant statutory policies are:

- Health and Safety policy
- Central record of recruitment and vetting checks
- Child protection policy and procedures
- Statement of procedures for dealing with allegations of abuse against staff
- Code of conduct
- Meeting the needs of pupils with medical conditions
- Safer Recruitment

Key aspects of the safeguarding policy will include:

- Purpose of the policy
- Mission Statement
- Positive ethos
- Children feel safe, secure and listened to
- Staff/volunteers encouraged to talk about concerns
- How children who have been abused or are at risk of abuse are supported
- Safeguarding issues are explored as part of the curriculum
- Reference to the Statutory Framework
- Legal responsibilities and duties
- Duty to share information
- Roles and Responsibilities
- Governing Body
- Designated Person(s)
- Staff
- Practical Advice
- Signs and Symptoms of abuse
- What to do about concerns
- Dealing with disclosures
- Highlight areas of particular risk
- Physical intervention
- Intimate care
- Changing for PE and swimming
- 1:1 working
- Record-keeping
- Confidentiality
- Procedure for dealing with complaints and allegations about staff
- Safer Recruitment
- Whistle-blowing

To ensure that the policy is effective on a day-to-day basis, it is likely that you will need to look carefully at the systems that are in place in your school and consider how effective they are.

The components of a recording system might include the following:

- Concern Form, including Body Chart
- Referral Forms
- School Report Template
- Chronology Forms
- Observation Statements
- Post cards and posters reminding staff what to do if they have concerns
- Training Register
- Child Protection Register
- Single Central Record
- List of important contacts, parent contacts and telephone numbers to initiate first day contact if **ANY** child is absent from school

Child Protection and Safeguarding Policy 2017 - 2018

School details

Governors' Committee Responsible: Full Governing Body

Governor Lead: Vacant – currently recruiting

Nominated Lead Member of Staff: Jenny Hindley

Status & Review Cycle: Statutory Annual

Next Review Date: October 2018

1.0 Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2005; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance reflects, 'Keeping Children Safe in Education' 2016.

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

1.3 The aims of this policy are:

To foster a caring ethos in school in which all children feel valued, secure and safe.

To establish an agreed and consistent approach to child protection issues.

To work to develop effective links with all relevant agencies.

To provide a safe environment for the whole school community.

' Evelyn Street Primary School is committed to working in partnership with all of its community to provide a safe and caring environment where everyone is challenged to develop and shape aspirations for their own future'.

2.0 Safe School, Safe Staff

2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
- 2.1.2 there is a Child Protection policy together with a staff behaviour (code of conduct) policy
- 2.1.3 the school operates safer recruitment procedures by ensuring that there is at least one person on every
- 2.1.4 recruitment panel that has completed Safer Recruitment training
- 2.1.5 the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to
- 2.1.6 the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- 2.1.7 a senior leader has Designated Senior lead (DSL) responsibility
- 2.1.8 on appointment, the DSL's undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
- 2.1.9 all other staff have Safeguarding training updated as appropriate
- 2.1.10 any weaknesses in Child Protection are remedied immediately
- 2.1.11 a member of the Governing Body is, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- 2.1.12 Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means.

3.0 Responsibilities

3.1 The designated DSLs are responsible for:

- 3.1.1 Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF)
- 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school.
- 3.1.4 Liaising with other agencies and professionals.
- 3.1.5 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 3.1.6 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation on the day is referred to their key worker's Social Care Team, first day response is initiated.
- 3.1.7 Organising child protection induction, and update training every year, for all school staff.

Contact numbers to be used by DSL OR any persons making the referral:

Education Safeguarding team: 01925 442928

Children's social care: 01925 443400

'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 fulfill this responsibility effectively all professionals should make sure their approach is child centered. This means they should consider at all times what is in the best interests of the child.'

Keeping children safe in education 2016

4.0 Confidentiality

- 4.1 We recognise that all matters relating to child protection are confidential.
- 4.2 The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.
- 4.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 4.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Warrington Education Safeguarding Team on this point.

5.0 Allegations against staff

- 5.1 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher⁵.
- 5.2 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- 5.3 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Headteacher first.
- 5.4 The school will follow the Warrington procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

6.0 The disclosure of public concerns at work (Whistleblowing)

- 6.1 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, education safeguarding team to the Area Education Officer/LADO.

- 6.2 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body and Barbara Dutton (Senior School Advisor) whose contact details are readily available to staff.

7.0 Physical Intervention (positive handling policy)

- 7.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person or damage to property.
- 7.2 Such events should be recorded and signed by a witness.
- 7.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique.
- 7.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 7.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.⁶

8.0 Anti-Bullying/racism

- 8.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. We inform the LA of any bullying or racial incidents

⁶ 'Guidance on Safer Working Practices is available on the DfE website

9.0 Prevention

- 9.1 The school works hard to embed its policies and procedures to ensure all children and adults are safe:
- 9.2 Safeguarding underpins all policies and procedures that children and adults are engaged in across the school.
- 9.3 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training.

10.0 Health & Safety

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

11.0 Monitoring and Evaluation

Our safeguarding Policy and Procedures are organic and under constant review and are monitored constantly by all members of the school community.

This policy infuses all other policies and procedures within school.

Appendix one

Recognising signs of child abuse

Categories of Abuse:

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

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.

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 DSL (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.

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.

The following may be indicators of emotional abuse:

- Developmental delay
- ☒ Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

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 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 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 included 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.

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 irresponsive 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

Child Sexual Exploitation

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol.

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. PAN Cheshire safeguarding procedures are used to manage suspected cases of CSE. Please refer to 'PAN Cheshire Child Sexual Exploitation Multi-agency Operating Protocol 2015 – 2017' for managing suspected cases and cases of CSE.

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.

Peer on Peer Abuse

The issue

Peer-on-peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers. Peer-on-peer abuse is often located within the neighbourhoods, schools, peer groups and families associated with the young people who are affected.

There are many forms of abuse that may occur between peers and these are described below and followed by sections giving advice and support on action to be taken in relation to both the victim and the perpetrator of the abuse.

It should be noted that there can be considerable overlap between these different types of peer-on-peer abuse.

Physical abuse (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child physically harms another and it is important to understand why a young person has engaged in such behaviour (including whether it has happened accidentally) before considering the action or punishment to be undertaken.

Prejudiced Behaviour

The term prejudice related bullying refers to a range of hurtful behaviour, (physical, emotional or both) which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society. In particular, prejudices are to do with disabilities and special educational needs, ethnicity, cultural and religious backgrounds, gender, home life and sexual identity (homosexual, bisexual and transsexual).

Sexually harmful behaviour/sexual abuse (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, sexually touching another or sexual assault/abuse.

Decisions on whether sexualised behaviour is potentially harmful should be made with reference to the NSPCC framework and the Brook Traffic Light tool (<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>).

Cyber bullying

Cyberbullying includes the use of phones and computers/ electronics devices to harass threaten or intimidate someone and it can include: instant messaging; e-mail; chat rooms; or social networking sites such as Facebook and Twitter. It may constitute a criminal offence under the Sexual Offences Act 2003.

Outside of the immediate support young people may require in these instances, the school may have no choice but to involve the police to investigate these situations.

In cases of sexting the following guidelines should be consulted:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Initiation/Hazing

Hazing is a form of initiation ceremony that is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- **Imbalance of Power:** Young people who bully use their power - such as physical strength, access to embarrassing information, or popularity - to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Responses

For the young person who has been harmed

The appropriate support required depends on the individual young person. It may be that they wish to seek counselling or one-to-one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends, in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future.

If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PSHE that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in a harmful manner. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF /Early Help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice, for example making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one-to-one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service).

If there is any form of ongoing criminal investigation it may be that the young person cannot be educated on site until the investigation has concluded. In such circumstances the young person will need to be provided with appropriate support and education whilst off site. Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment/sanction in line with the school's behaviour and discipline policy.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). Regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies for Schools and Settings

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way.

Most important for schools and similar settings is the recognition that peer-on-peer abuse can and will occur on any site, even with the most stringent of policies and support mechanisms. It is therefore important to continue to recognise and manage such risks and learn how to improve and move forward, with strategies to support young people, to talk about any issues and through sharing information with all staff.

Each school/setting should ensure there is an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunity to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment it is necessary for staff training and CPD to include attention to abusive behaviours and communicating with young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare issues to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer-on-peer abuse. Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Ensuring there is a pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Indicators a child is privately fostered. Consider the following:

- Is the child under the age of 16 (or 18 if disabled)?
- Is the child new to your school?
- Although there may be a number of reasons for a child joining the school, including being in local authority foster care or a member of a travelling community, a new child could be a privately fostered child.
- Has the child mentioned that they are no longer living at home / living with someone else?
 - Is the child accompanied to school by someone other than a parent/recognised carer?
 - Has a child disappeared from your school without a given reason?
 - Is the child's carer vague about the child's education, their routines and needs?
 - If the child has come from overseas, do you know the purpose of the visit and the living arrangements? Are they accompanied by their parents? Is the child here for the purposes of education?
- Ask whether the child is an unaccompanied asylum seeker. An unaccompanied minor who is not in local authority care may be living in a private fostering arrangement.
- Could the child be a trafficked child?

Refer to Warrington Education Safeguarding through DSL if you believe a child may be privately fostered. This is to ensure the child accesses the correct support from the LA.

Missing Child

The safety and security of the children in our care at Evelyn Street Community Primary School are paramount. Every care is taken to ensure that the children are accounted for at all times when they are in our care.

Each pupil who arrives at school is registered first thing in the morning. Year 1 onwards are expected to come into school independently and make their way into to their classroom. Staff maintain the appropriate high level of supervision throughout the lessons and are aware of the location of the children in their care at all times.

If pupils are taken out of the class for interventions this must be communicated to the class teacher who has the overarching responsibility at that time. During the break times and lunch hours, the staff and midday supervisors on duty have responsibility for knowing the locations of the pupils. The register is taken again in the afternoon. When on excursions off the school premises, staff implement strategies to maximize the safety and security of the children in accordance with the school's Educational Visits policy. Full risk assessments are carried out. A list of all the children's names is carried by the trip leader and the children split into small groups according to the proper staff/pupil ratios for the age of the children and the purpose of the trip or activity. Each group is managed by a separate member of staff. The number of children is checked regularly by frequent roll calls.

In the unlikely event that after a roll call or at another time it is noticed that a child has gone missing, whether in school or out: The following procedures will be followed.

- A roll call will be taken to ascertain that the child is missing.
- Staff will maintain safety and well-being of other children.
- A member of the Senior Leadership Team and at least one other member of staff will search the immediate vicinity or school grounds. Going to places at which the child was last seen, tracing the routes that they may have taken and asking other children what information they have as necessary.
- If the child is not found after approximately 20 minutes, the Headteacher will endeavour to contact the parents of the missing child by telephone e.g. to ascertain whether the child has been collected.
- If after approximately 15 minutes the parents have not been contacted, the Headteacher will contact the police.
- Once police arrive all relevant information about the child will be given. The police will then take over the search.
- If off-site, the Group Leader will remain with the police to comfort the child when found and maintain regular contact with the school.
- The remaining staff will return to the school with the rest of the children if off-site.

Children Missing from Education

Definition

The DFE defines Children Missing Education as;

‘all children of compulsory school age who are not on a school roll, nor being (suitably) educated otherwise (eg privately or in an alternative provision) and who have been out of any educational provision for a substantial period of time (usually four weeks or more)’

Child missing from suitable education

In July 2008 the department for Education broadened the definition to include those children who are not receiving suitable education. The word ‘suitable’ is added to take account of children who might not otherwise have received an education because they are ill or excluded, for example, and is defined as; ‘efficient full time education suitable to his/her age, ability and aptitude and to any special educational needs he/she may have’.

If a child goes missing from school within the school, Evelyn Street follows the Warrington Borough Council, Children missing from education policy and procedure August 2014. This policy and procedure is an appendix to this safeguarding policy and should be used in any cases of children missing from education.

Once a child has been identified as ‘missing’ the CME Officer marks the pupils record on CAPITA and includes notes to include the last date the child attended school. The CME officer will place the child’s name and details on the CME register and Pupils Out Of School Monitoring (POOSM) meeting agenda to ensure a multiagency review of the case will take place within 4 weeks. Appropriate processes can then be followed to ensure the child is tracked and moved into education as soon as possible.

Appendix two

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. Never attempt to intervene directly as a school or through a third party.

Characteristics that may indicate forced marriage

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage. Unfounded accusations could obviously cause considerable distress to pupils and their families and schools should, therefore, act with sensitivity.

Where staff have any concerns about the safety or welfare of an individual pupil, they should follow the appropriate child protection procedures.

Eating Disorders

Introduction

School staff can play an important role in preventing eating disorders and also in supporting students, peers and parents of students currently suffering from or recovering from eating disorders.

Scope

This document describes the school's approach to eating disorders. This policy is intended as guidance for all staff including non-teaching staff and governors.

Aims

- To increase understanding and awareness of eating disorders
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students suffering from eating disorders
- To provide support to students currently suffering from or recovering from eating disorders and their peers and parents/carers

Definition of Eating Disorders

Anyone can get an eating disorder regardless of their age, sex or cultural background. People with eating disorders are preoccupied with food and/or their weight and body shape, and are usually highly dissatisfied with their appearance. The majority of eating disorders involve low self-esteem, shame, secrecy and denial. Anorexia nervosa and bulimia nervosa are the major eating disorders. People with anorexia live at a low body weight, beyond the point of slimness and in an endless pursuit of thinness by restricting what they eat and sometimes compulsively over-exercising. In contrast, people with bulimia have intense cravings for food, secretly overeat and then purge to prevent weight gain (by vomiting or use of laxatives, for example).

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to developing an eating disorder:

Individual Factors:

- Difficulty expressing feelings and emotions
- A tendency to comply with other's demands
- Very high expectations of achievement

Family Factors

- A home environment where food, eating, weight or appearance have a disproportionate significance
- An over-protective or over-controlling home environment
- Poor parental relationships and arguments
- Neglect or physical, sexual or emotional abuse
- Overly high family expectations of achievement

Social Factors

- Being bullied, teased or ridiculed due to weight or appearance
- Pressure to maintain a high level of fitness / low body weight for e.g. sport or dancing

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to an eating disorder. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding children – Chris Jones, Gemma Callaghan.

Physical Signs

- Weight loss
- Dizziness, tiredness, fainting
- Feeling Cold
- Hair becomes dull or lifeless
- Swollen cheeks
- Callused knuckles
- Tension headaches
- Sore throats / mouth ulcers
- Tooth decay

Behavioural Signs

- Restricted eating
- Skipping meals
- Scheduling activities during lunch
- Strange behaviour around food
- Wearing baggy clothes
- Wearing several layers of clothing
- Excessive chewing of gum/drinking of water
- Increased conscientiousness
- Increasing isolation / loss of friends
- Believes s/he is fat when s/he is not
- Secretive behaviour
- Visits the toilet immediately after meals

Psychological Signs

- Preoccupation with food
- Sensitivity about eating
- Denial of hunger despite lack of food
- Feeling distressed or guilty after eating
- Self dislike
- Fear of gaining weight
- Moodiness
- Excessive perfectionism

Staff Roles

The most important role school staff can play is to familiarise themselves with the risk factors and warning signs outlined above and to make the designated teacher for safeguarding children – Jenny Hindley, Kay Tobin, Clare Westwell or Beth Goodier aware of any child causing concern.

Following the report, the designated teacher / governor will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse
- Arranging an appointment with a counsellor
- Arranging a referral to CAMHS – with parental consent
- Giving advice to parents, teachers and other students

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of causing themselves harm then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Students Undergoing Treatment for / Recovering from Eating Disorders

The decision about how, or if, to proceed with a student's schooling while they are suffering from an eating disorder should be made on a case by case basis. Input for this decision should come from discussion with the student, their parents, school staff and members of the multi-disciplinary team treating the student.

The reintegration of a student into school following a period of absence should be handled sensitively and carefully and again, the student, their parents, school staff and members of the multi-disciplinary team treating the student should be consulted during both the planning and reintegration phase.

Further Considerations

Any meetings with a student, their parents or their peers regarding eating disorders should be recorded in writing including:

- Dates and times
 - An action plan
 - Concerns raised
 - Details of anyone else who has been informed
- This information should be stored in the student's child protection file

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.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

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.

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
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

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.

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

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

The 'One Chance' rule

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

Preventing Extremism and Radicalisation Safeguarding appendix

Introduction

This Preventing Extremism and Radicalisation Safeguarding appendix is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe", Prevent strategy 2015, "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

School Ethos and Practice

When operating this policy Evelyn Street Primary School uses the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Therefore, at Evelyn Street Primary we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore at Evelyn Street we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Warrington Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
 - *Seek to provoke others to terrorist acts;*
 - *Encourage other serious criminal activity or seek to provoke others to serious criminal acts;*
or
 - *Foster hatred which might lead to inter-community violence in the UK.*
4. There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis** – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis** – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances** – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations** – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need** – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focused educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Evelyn Street we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

At Evelyn Street we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Reference: Whistleblowing Policy

Child Protection

Please refer to our Safeguarding Policy for the full procedural framework on our safeguarding duties.

Staff at Evelyn Street will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working in Evelyn Street (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher. At Evelyn Street School our safeguarding reporting arrangements are set out fully in our Safeguarding Policy. In essence, each member of staff has a duty to report, to the designated safeguarding lead, anything which may indicate that a child is at risk of preventable harm.

The Warrington Prevent officer is Amber Jones who Evelyn Street will ask to support in any matters arising

The SPOC (single point of contact) for Prevent is Jenny Hindley (Headteacher)