Platt Bridge Community School
Safeguarding, Child Protection and Early Help Policy

January 2025

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ADOPTED AT THE MEETING OF DIRECTORS

This is a Trust-wide policy adopted and reviewed by either the Trust Board or one of the specific Committees and relates to all schools that are partners within the Trust.

Specific Academy policies, e.g. curriculum policies will be found on the individual school websites.

Community First Academy Trust

Platt Bridge Community School

Head Teacher:	Stephen Wallace
Deputy Head Teacher:	Carly Bozdogan
Governor Lead:	Local Academy Board

Nominated DSL:	Stephen Wallace (s.wallace@cfat.org.uk)
Deputy Designated safeguarding leads:	Abigail Barnes (A.Barnes@cfat.org.uk)
	Carly Bozdogan (c.bozdogan@cfat.org.uk)

DT for CLA:	Abigail Barnes (A.Barnes@cfat.org.uk)

Contact number for all Designated Child Protection Officers: 01942 487999

Local Authority Details: Wigan Council
LADO (Local Authority Designated Officer):   01942 486042. Email: lado@wigan.gov.uk
Out of normal office hours: 01942 828300

Single Point of Access for Help and Protection of Children: 01942 828300
https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/ProfessionalReferralForm.aspx

Virtual Schools Headteacher for Wigan: Charmaine Tarring

Wigan Safeguarding Partnership: 01942 486025 (WSCB@Wigan.gov.uk)

Community First Academy Trust (CFAT) aims to create and maintain safe learning environments where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

The Trust is committed to the principles outlined in 'Working Together to Safeguard Children' and implements policies, practices and procedures that promote safeguarding and the emotional and physical wellbeing of children, young people and staff.

Our safeguarding ethos is built around "its everyone responsibility" and "it could happen here". The Trust will provide access for participation in cross-curricular activities, will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.

The Trust will exercise diligence and prevent any organisation or speaker from using the schools' facilities to disseminate extremist views or radicalise pupils and staff.

Contents

1   Introduction

1.1   This policy has been developed in accordance with the principles established by

    1.1.1   Legislation
- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

    1.1.2   Statutory Guidance
- DfE (2024) 'Keeping children safe in education'
- DfE (2023) 'Working Together to Safeguard Children'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2015) 'The Prevent duty'

    1.1.3   Non-statutory Guidance
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

1.2   Safeguarding is defined as:
- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

1.3   The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security. Consequently, this policy is coherent with all other policies adopted by the governors and should be read alongside the following policies relevant to the safety and welfare of our pupils:

    1.3.1   Behaviour policy
    1.3.2   Staff Behaviour policy
    1.3.3   Teaching and Learning policy
    1.3.4   Equality Statement
    1.3.5   Whistleblowing policy
    1.3.6   SEND policy and Information report.
    1.3.7   Relationships and Sex education
    1.3.8   Health and Safety
    1.3.9   Safer Recruitment Policy
    1.3.10 GDPR Policy and guidance

1.4   This policy should also be read in conjunction with the Local Authority's Threshold of Need Document/Procedure and Wigan Council's Escalation Policy, in addition to the Greater Manchester policies for 'Working with adults and children/young people vulnerable to messages of violent extremism' and 'Child Sexual Exploitation'.

1.5   The Trust aims to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess, and support those children who are suffering harm.

1.6   We recognise that safeguarding is everybody's responsibility as and that the best interests of the child are paramount, as set out in legislation. EVERYONE who comes into contact with children and their families and guardians has a role to play in safeguarding children.

1.7   ALL staff believe that our schools, academies and trust partners should provide a caring, positive safe and stimulating environment; that promotes the social, physical and moral development of the individual child, promoting healthy development. Children and young people are best protected when professionals are clear about what is required of them individually, and how they need to work together.

1.8   The aim of this policy is to ensure:

1.8.1   All of our pupil's / students are safe and protected from harm.

1.8.2   Safeguarding procedures are in place to help pupils and students to feel safe and to learn to stay safe.

1.8.3   Adults in the education setting are aware of the expected behaviours and the legal responsibilities in relation to safeguarding and child protection.

1.8.4   All agencies are challenged to provide appropriate support to children and young people through adoption of the early help framework.

1.9   This will be achieved by:

1.9.1   Supporting the child's / young person's development in ways that will foster security, confidence and independence.

1.9.2   Providing a high quality, safe and stimulating environment in which children and young people; feel safe, secure, valued and respected, feel confident, and are able to enjoy, learn and grow in confidence.; have positive relationships with the adults caring for them and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

1.9.3   Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and young people, of their responsibilities in identifying and reporting possible cases of abuse and preventing and intervening early to address support and social needs of young people through the early help framework.

1.9.4   Providing a systematic means of monitoring children / young people known, or thought to be, at risk of harm and ensure we contribute to assessments of need and support for those pupils/students.

1.9.5   Ensuring the school has clear systems and processes in place for identifying possible mental health problems in pupils, including routes to escalate concerns and referral and accountability systems.

1.9.6   Developing a structured procedure within the education setting which will be followed by all members of the education setting in cases of suspected abuse.

1.9.7   Ensuring that staff have had access to specific training and awareness raising, concerning:
        • Staff Behaviour Policy (for safer working practice)
        • D/DSL training
        • KCSiE Part 1
        • Looked After Children (LAC)
        • Online safety training for staff, including responsibilities in relation to filtering and monitoring
        • Preventing Radicalisation
        • Staff training
        • Whistleblowing
        • CME (Children Missing Education) guidance

1.9.8   Developing and promoting effective working relationships with other agencies, especially the Local safeguarding Partners; Police, Health and Local Authority.

1.9.9   Ensuring that all staff working within our education setting who have substantial access to children and young people have been checked as to their suitability, including verification of their identity, qualifications, online searches and a satisfactory DBS check (according to guidance) and a central record is kept for audit.

1.10   Curriculum – teaching about safeguarding: Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical. Due attention is also paid to

statutory guidance such as 'Relationships education, relationships and sex education (RSE) and health education': 2020.

1.11 Developing, and preparing children for the opportunities, responsibilities and experiences of life. We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. To support the child's development in ways that will foster security, confidence and independence.

1.12 The Trust is committed to ensuring that the appropriate support is in place for CLA. Each school has an appointed designated teacher who will liaise with the LA's Social Work team and Virtual School Head to jointly address the needs of these children.

2 Safe School, Safe Staff

2.1 We will ensure that:

2.2 All Trust Members, Trustees, Directors and members of Local Academy Boards understand and fulfil their responsibilities 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 / at risk of suffering abuse and neglect.

2.3 The LAB / Directors will make sure that our policies and procedures are in line with national and local safeguarding requirements.

2.4 There is a Safeguarding, child protection and early help policy together with a staff behaviour (code of conduct) policy.

2.5 The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training (to be renewed at least every 3 years).

2.6 The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.

2.6.1 School has a senior leader who is the Designated safeguarding lead (DSL), and undertakes inter-agency training, DSL "new to role" training, and an "update" course at least every 2 years. They are given the opportunity and support to attend relevant networking meetings and local safeguarding briefings as appropriate, in addition to time to read and digest policy and practice change in this area.

2.7 School will have at least one deputy DSL, with the same level of training and knowledge.

2.8 The lead DSL will have lead responsibility for matters relating to safeguarding and child protection which will be supported by, and not delegated to, the deputies. This person or deputy will be available during term time to discuss any safeguarding concerns and there will be a system in place for staff to seek advice during non-working hours.

2.9 All other staff have Safeguarding training updated as appropriate.

2.10 Any weaknesses identified in Child Protection will be remedied immediately.

2.11 A trustee and usually the Chair or member of the trust central management team, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head teacher

2.12 Information is shared appropriately and in a timely way to prevent delay in support and identification of risk.

2.13 Safeguarding & Child Protection policies and procedures are reviewed annually and that the Safeguarding & Child Protection policy is available on the Trust website and by other means i.e. linked school/academy websites.

2.14 The Trust Academic Board considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE), ICT curriculum and through appropriate sex and relationship education (SRE).

2.14.1 That enhanced DBS checks, including S128 checks, are in place for all Trustees, Local Academy Board members including chairs across the Trust.

- Note: S128 checks that people have not been prohibited from the management of a school.

2.14.2 All appointments will be subject to a Teachers Prohibition Orders Check in addition to a DBS check.

2.14.3 Appropriate safeguarding responses are in place for children who are absent from education for prolonged periods and/or on repeat occasions, to help identify if there is a risk of abuse and neglect, as outlined in 'Working together to improve school attendance'.

2.14.4 ALL staff and members of the Local Academy Board will have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse. In addition, ALL staff and members of the Local Academy Board will receive child protection training at induction and then at regular intervals including updates via email, bulletins and staff / governors' meetings.

2.14.5 All parents/guardians are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding & Child Protection Policy on the school website and Trust website and through communications using the school's social media platforms.

2.14.6 All staff are to be made aware of the early help process and understand their role in taking timely action if they are worried about a child, who may need additional help and support, to ensure that their needs are appropriately met at all levels of the Threshold of Need.

2.14.7 The Trust seeks to ensure the suitability of adults working with children on school sites at any time.
- All visitors sign in / out, wear a school ID badge and are provided with safeguarding information including the contact details of safeguarding personnel.
- Visitors of a professional role are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at the education setting. DBS details will also be requested.
- Our lettings policy, for community use of the premises, will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are made aware of the school's child protection guidelines and procedures.

2.15 Ensure that child protection type concerns, or allegations against adults working in the schools, are referred to the LADO for advice. Any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation in the case of a volunteer.

2.16 The Trust procedures will be regularly reviewed and updated.

2.17 The name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and Deputies, will be clearly visible in the school.

2.18 All Staff will be directed to read and confirm that they have understood Part 1 of the latest version of 'Keeping Children Safe in Education'.

3   The designated safeguarding lead (DSL) is responsible for:

3.1 Overseeing the referral of 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 will be made using the agreed professional referral form, following a telephone call (if appropriate), to the Single Point of Access for the help and Protection of Children.

3.2 Keeping written and/or electronic records of concerns about a child even if there is no need to make an immediate referral.

3.3 Ensuring that an indication of the existence of the additional information outlined above is clearly marked on the pupil's records.

3.4 Ensuring that all such records are kept confidentially, securely stored and are separate from pupil / students record, are transferred securely when they transition to High school (or held by the setting if no receiving school is known of until their 25th birthday). In the instance of an early help intervention, consideration will be given to the welfare of the child / young person and consult with the family for appropriate transfer of information.

3.5 Making sure when a pupil / student leaves, any information regarding safeguarding (current or historic) as well as the child protection file, where applicable, is transferred to the new education setting as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

3.6 When receiving a new pupil, safeguarding information will be requested and key staff, such as designated safeguarding lead and SENCO, will be made aware as required.

3.7 Ensuring that a record is kept, and witnessed, of the disposal of an individual's records.

3.8 Liaising with other agencies and professionals and sharing information appropriately and without delay.

3.9 Acting as the main point of contact with the three safeguarding partners and the child death review partner.

3.10 Understanding when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance.

3.11 Ensuring that either they, or a delegated staff member, attend case conferences, core groups, or other multi- agency planning meetings, contribute to assessments and/or provide a report if appropriate.

3.12 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is brought to the attention of their lead professional.

3.13 Organising child protection induction training and updates regularly (and within 3 years) for all school staff.

3.14 Ensuring the best educational outcomes by identifying at-risk pupils to the school and its staff so that the relevant personnel understand each pupil's educational and welfare needs.

3.15 Supporting teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.

3.16 Promote the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

3.17 Providing, with the Head teacher, an annual report for the LAB/Directors, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

3.18 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises, all staff, volunteers and visitors must:

3.18.1 Speak to a member of the safeguarding team.

3.18.2 Agree with this person what action should be taken, by whom and when it will be reviewed.

3.18.3 Record the concern using the school's safeguarding recording system.

3.19 It is the responsibility of all staff to follow the School's Mobile Phone Policy, which states that.

3.19.1 mobile phones are turned off or on silent at all times while on school premises. They should be kept in a cupboard or bag and not be left on display.

3.19.2 In the event that an employee has a particular reason to leave their phone on during working hours for a specified period of time, they may request this via the Head teacher / SLT.

3.19.3 Staff are not at any time permitted to use recording equipment on their mobile phones, for example, to take photographs or videos of children, unless permission has been granted.

3.19.4 Mobile phones should not be used in a space where children are present (e.g., Classroom, playground).

4 Whole staff expectations

4.1 All staff should be:

4.1.1 Familiar with this safeguarding policy and have an opportunity to contribute to its review.

4.1.2 Alert to signs and indicators of possible abuse.

4.1.3 Able to record and report concerns as set out in this policy.

4.1.4 Able to deal with a disclosure of abuse from a pupil.

4.1.5 Involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

4.1.6 Able to maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

4.1.7 All school staff have read and understood Part 1 of the latest version of 'Keeping Children Safe in Education'. Some staff may be directed to read Annex A as judged appropriate due to the role they hold within the Trust.

4.1.8 We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils / students from harm, and that the child's / young person's welfare is our paramount concern.

4.1.9 All staff believe that our education setting should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child or young person.

4.1.10 We recognise that the early help framework provides opportunities to intervene early and prevent safeguarding issues developing, as well providing a framework for appropriate support to be wrapped around the child / young person and their family.

4.2 Responding to concerns / disclosures of abuse.

4.2.1 Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

4.3 Do:

4.3.1 Create a safe environment by offering the child a private and safe place if possible.

4.3.2 Stay calm and reassure the child and stress that he/she is not to blame.

4.3.3 Tell the child that you know how difficult it must have been to confide in you.

4.3.4 Listen carefully and tell the child what you are going to do next.

4.3.5 Use the 'tell me', 'explain', 'describe' (TED) and/or mirroring strategy.

4.3.6 Tell only the Designated or Deputy Safeguarding Lead.

4.3.7 Record in detail immediately, using the school's concern record, using the child's own words where possible.

4.4 Don't:

4.4.1 Take photographs of any injuries.

4.4.2 Postpone or delay the opportunity for the pupil to talk.

4.4.3 Take notes while the pupil is speaking or ask the pupil to write an account.

4.4.4 Try to investigate the allegation yourself.

4.4.5 Promise confidentiality, eg. Say you will keep 'the secret'.

4.4.6 Approach or inform the alleged abuser.

4.5 All staff record any concern about, or disclosure by, a pupil of abuse or neglect and report this to the D/DSL using the available electronic recording form or paper form or directly. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, or other members of the SLT, staff will seek advice direct from Children's Social Care.

4.6 In some circumstances, the D/DSL or member of staff will seek advice by ringing Children's Social Care.

4.7 During term time, the DSL and / or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

4.8 During holiday time, whenever the school site is occupied, DSL/DDSL cover and/or contact details are shared with staff.

4.9 The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

4.10 We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

4.10.1 place a child at increased risk of significant harm.

4.10.2 place an adult at increased risk of serious harm.

4.10.3 prejudice the prevention, detection or prosecution of a serious crime.

4.10.4 lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

4.11 When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wigan Children's Social Care. We follow this up by contacting Children's Social Care directly.

5   Supporting Children

5.1 We recognise that a child who is abused, or witnesses violence, may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.

5.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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

5.4   For Children with SEN in particular, changes to children's behaviour or demeanour, or children looking distressed, could be displaying signs of abuse, and staff should consider these changes as cause for concern and not assume this is due to their SEN or Disability.

5.5 We recognise that children are capable of abusing other children and will ensure that procedures are in place to minimise this so that those children feel confident to report this in the knowledge that it will be appropriately responded to and investigated. This abuse is taken as seriously as all other forms of abuse and will not be tolerated in our school/setting/establishment. Victims will be offered appropriate support in all cases.

5.6 Our Trust will support all children by:

5.6.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

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

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

5.6.4 The school will consider the need for an Early Help Assessment (EHA) when it is identified that there are lower level concerns or emerging needs. If at any point during the EHA process risk increases and the school becomes concerned that the child is or is likely to suffer significant harm, then a referral will be made to Children's Social Care.

5.6.5 Notifying Social Care as soon as practicable when there is a significant concern.

5.6.6 Providing continuing support to a child about whom there have been concerns who leaves the school, by ensuring that appropriate information is transferred to the child's new setting and ensuring the school records are forwarded as a matter of priority.

5.6.7 Dealing with incidents sensitively and appropriately and promptly.

5.6.8 Ensuring that in school incidents of child-on-child abuse, sexual violence and sexual harassment, the sharing of nude and semi-nude images, inappropriate touching and bullying, are promptly and appropriately dealt with and supported.

5.6.9 Endeavouring to ensure that all children have at least two contact numbers for family members in case of emergencies or a requirement to contact a family member urgently.

6   Abuse, neglect and exploitation

6.1 All members of staff will be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

6.2 All staff, especially the DSL and their deputies, will be aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

6.3 All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

6.4 When identifying pupils at risk of potential harm, staff members will look out for indicators including, but not limited to, the following:

6.4.1 Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age

6.4.2 Lack of concentration and acting withdrawn

6.4.3 Knowledge ahead of their age, e.g., sexual knowledge.

6.4.4 Use of explicit language

6.4.5 Fear of abandonment

6.4.6 Depression and low self-esteem

6.5 All members of staff will be aware of the indicators of child-on-child abuse, such as those in relation to bullying, gender-based violence, sexual assaults and consensual and non-consensual sharing of nude and semi-nude images.

6.6 All staff will be aware of the necessary procedures to follow to prevent child-on-child abuse, as outlined in this policy.

6.7 All staff will have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, unexplainable and or/persistent absences from education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk

6.8 Staff members will be aware of the effects of a pupil witnessing an incident of abuse, *including where they see, hear, or experience its effects,* such as witnessing domestic violence at home.

7 Early Help

7.1 The DSL /DDSL will consider the need for an Early Help assessment when it is identified that there are low level concerns or emerging needs. (Detailed information on Early Help can be found in Chapter 1 of 'Working Together to Safeguard Children'.)

7.2 If felt appropriate, school will assess whether an Early Help assessment is needed and identify what the family's strengths and needs are. This will inform whether the setting can support the family or whether a referral to another agency is needed. This process provides a way of recording support and interventions that have been provided by the school to the child / young person and also supports a referral for additional support that may be needed from more targeted services where a single agency has been unable to meet that need. A team around the child meeting (TAC) can be arranged to ensure that a multi-agency action plan can be developed. It is important that the child and parents voice is captured as part of this assessment and that they take ownership of the plan. This plan should be regularly reviewed up to 4 to 6 weeks until outcomes are achieved.

7.3 If at any point during the EH process, the risk increases and the education setting becomes concerned that the child or young person is, or is likely to suffer significant harm, then a referral will be made to children's social care **Children First Partnership Hub: 01942 828300**. If staff become concerned that a child is at immediate or imminent risk then we will also contact Greater Manchester Police on either 111 or 999.

8 Special Educational Needs and Disability (SEND)

8.1 The school will use the same processes for children and young people with SEND as detailed above; however the setting will also take into consideration that additional barriers can exist when recognising abuse and neglect in this group of children and young people. These can include:

   8.1.1 Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEN or disability without further exploration (the setting must consider the child first and foremost, rather than the child's SEND).

   8.1.2 A higher risk of vulnerability due to factors such as a learning disability, lack of awareness, social isolation, which may contribute to risks such as online vulnerability.

   8.1.3 Being more prone to peer group isolation than other children.

   8.1.4 The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

   8.1.5 Communication barriers and difficulties in overcoming these barriers.

8.2 Children and young people with SEN and disabilities can face a number of challenges to disclosure, which must be recognised and taken into account, including; lack of communication or understanding, prejudice, negative responses and low expectations.

9 Confidentiality

9.1 We recognise that all matters relating to child protection are to be considered as confidential.

9.2 The Head teacher or DSLs will only disclose any sensitive information about a child to other members of staff on a need-to-know basis only.

9.3 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

9.4 All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

9.5 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.

10 Information sharing and GDPR

10.1 We recognise that all matters relating to child protection are confidential and information is handled in line with the education settings Information sharing / management policy.

10.2 The Government guidance (described by the NSPCC, 2018) is:

10.2.1 Remember that the UK General Data Protection Regulation (UK GDPR) Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.

10.2.2 Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

10.2.3 Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

10.2.4 Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk.

10.2.5 Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

10.2.6 Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.

10.2.7 Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

10.2.8 All staff are aware that they have a professional responsibility to share information in order to safeguard children and cannot assume that someone else will pass on the information.

10.3 Key organisations who have a duty under section 11 of the Children Act 2004 to have arrangements in place to safeguard and promote the welfare of children are:

10.3.1 The local authority.

10.3.2 NHS England.

10.3.3 Clinical commissioning groups.

10.3.4 NHS Trusts, NHS Foundation Trusts.

10.3.5 The local policing body.

10.3.6 British Transport Police Authority.

10.3.7 Prisons.

10.3.8 National Probation Service and Community Rehabilitation Companies

10.3.9 Youth offending teams; and

10.3.10 Bodies within the education and /or voluntary sectors, and any individual to the extent that they are providing services in pursuance of section 74 of the Education and Skills Act 2008.

11 Supporting Staff

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

11.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate, such as accessing the school counsellor or 'Simply Health' support.

11.3 D/DSLs will make use of support available by the Local Authority and the partnerships Safeguarding Team.

11.4 DSLs will have oversight of Early Help and Child Protection plans with appropriate structure in place to monitor progress and outcomes in partnership with Children's Social Care and other stakeholders.

11.5 The counsellor employed by the school has professional supervision and is made aware of this policy and the processes described within.

12   Allegations against staff

12.1   All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in the view of other adults.

12.2   All Staff should be aware of guidance on behaviour issues and the school's own Behaviour Management policy and are informed of this during induction.

12.3   Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction.

12.4   The Head teacher should ultimately be informed of all low-level concerns around staff behaviour and make the final decision on how to respond and where appropriate this will be done in consultation with the DSL. Schools will consult with the LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold. Low level concerns which are shared about contractors will be notified to their employers.

12.5   We understand that a pupil may make an allegation against a member of staff. 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 DSL/ Head teacher.

12.6   The DSL/Head teacher on all such occasions will discuss the content of the allegation with the relevant Local Authority Designated Officer (LADO).

12.7   If the allegation made to a member of staff concerns the Head teacher, the person receiving the allegation will immediately inform a trustee (who will usually be the Chair or a member of the trust central management team) who will consult as above, without notifying the Head teacher first.

12.8   The school/academy will follow the procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given explicitly as a result of a consultation with the LADO.

12.9   Suspension of the member of staff, excluding the Head teacher, against whom an allegation has been made, needs careful consideration, and the Head teacher will seek the advice of Human Resources / Legal in order to make that decision and will inform the LADO at the earliest opportunity.

12.10   In the event of an allegation against the Head teacher, the decision to suspend will be made by the Chair of Governors / Trustees with advice as outlined above.

12.11   We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

12.12   Wigan Safeguarding Partnership guidance for managing allegations of abuse against staff (Double click on the image below for the full document).

Managing Allegations –
A Guide for Professionals

Wigan Safeguarding Children Board

Consult with the Designated Officer (Allegations) at the earliest opportunity, if you have a safeguarding concern regarding a professional or volunteer who works with children and young people.

The role of the Designated Officer (Allegations) is set out in the Children's Act 2004 and in the statutory guidance Working Together to Safeguard Children (2018) and Keeping Children Safe In Education (2019).

Their role is to give advice and guidance to employers and voluntary organisations; liaise with the Police and other agencies; and monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

Every agency that works with children and young people should have a Safeguarding Lead whose job it is to liaise with and refer to the Designated Officer (Allegations).

> The Designated Officer (Allegations) should be alerted to all cases in which it is alleged that a person who works with children has:
>
> - Behaved in a way that has harmed, or may have harmed, a child
> - Possibly committed a criminal offence against or related to a child
> - Behaved towards a child in a way that indicates they may pose a risk of harm to children.
>
> Working Together to Safeguard Children (2018)

The process for allegations management

- If you become aware of a risk to a child from an employee, volunteer, or professional in your employment, you must report your concerns to your Safeguarding Lead at the earliest opportunity, who will then liaise with the Designated Officer (Allegations).

- The Designated Officer (Allegations) will work with the Safeguarding Lead to decide; who the case needs to be referred to; if an initial action meeting is needed to discuss safeguarding issues; whether Human Resources (HR) need to be involved and what immediate action needs to be taken to make a child or children safe.

- The Designated Officer (Allegations) will consult wherever appropriate, with the police, children's social care team and the person's line manager (if this is a different person from the referrer)

- Following the initial discussions, the Designated Officer (Allegations) will either arrange an initial action meeting or record the case as advice given or no further action required. It is not always necessary to convene to an initial action meeting. Please refer to the Designated Officer (Allegations) threshold

13   Whistle-blowing

13.1   All staff can raise concerns about poor or unsafe practice and potential failures in the education setting's safeguarding arrangements. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with a member of the SLT or Head teacher.

13.2   If a staff member feels unable to raise an issue with the senior leadership team in school as above, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

      13.2.1   The NSPCC whistleblowing helpline - Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.

      13.2.2   Any member of the governing body.

      13.2.3   Chief operating Officer.

13.3   We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so and so 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 to the Area Education Officer/LADO following the Whistleblowing Policy.

13.4   Whistleblowing regarding the Head teacher should be made to the Chair of the Governing Body whose contact details are available to staff.

13.5   It's acknowledged that Whistleblowers have the right to remain anonymous, however identifying yourself may assist with any further investigations.

14 Disagreements, Escalation and Resolution

14.1   Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

14.2   Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act / not act in response to a concern raised about a child is wrong.

14.3   In such cases the WSCB Case Resolution Protocol (formerly escalation policy) is used if necessary. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

15 Physical Intervention

15.1   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 themselves or another person.

15.2   Such events should be recorded and signed by a witness using the agreed school systems.

15.3   Staff who are likely to need to use physical intervention as part of their role will be appropriately advised or trained, dependent on need.

15.4   We understand that physical intervention of a nature which causes injury or distress to a child may be considered within child protection or disciplinary procedures.

15.5   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 boundaries.

16 Anti-Bullying

16.1   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, or in some cases being considered perpetrators. We keep a record of bullying incidents.

16.2   From 204, the Government advised that when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

17 Racist Incidents

17.1   Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist related incidents.

18 Prevention

18.1   We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

18.2   The school community will therefore:

18.2.1   Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

18.2.2   Include regular consultation with children e.g. through safety questionnaires, participation in anti- bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.

18.2.3   Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.

18.2.4   Recognise the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

18.2.5   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. For example, this may include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition and more personal safety / independent travel.

18.2.6   We will ensure that appropriate ICT filters and monitoring are in place to ensure safety, as outlined in 'Cyber security standards for schools and colleges' (GOV.UK).

18.2.7   The school will ensure that online safety is included in the curriculum.

19 Health & Safety

19.1   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 when away from the school such as undertaking school trips and visits.

20 Social media and online learning

20.1   The relevant e-safety / staff code of conduct policy reflects the consideration given to safe use of social media for staff. The Trust will ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

20.2   As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

20.3   It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

20.4   The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

20.4.1   **content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

20.4.2   **contact**: being subjected to harmful online interaction with other users; for example: peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

20.4.3   **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

20.4.4 **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

20.5 Through training, all staff members will be made aware of the following:

20.5.1 Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.

20.5.2 The procedure to follow when they have a concern regarding a pupil's online activity.

20.6 The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's Data and E-Security Breach Prevention and Management Plan.

20.7 The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Personal Electronic Devices Policy.

20.8 The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching. Using the 'filtering and monitoring standards' as set out by the DfE, we will;

20.8.1 identify and assign roles and responsibilities to manage filtering and monitoring systems.

20.8.2 review filtering and monitoring provision at least annually.

20.8.3 block harmful and inappropriate content without unreasonably impacting teaching and learning.

20.8.4 have effective monitoring strategies in place that meet their safeguarding needs.

20.9 Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

20.10 Where pupils need to learn online from home, the school will support them to do so safely in line with the Pupil Remote Learning Policy and government guidance, including installing appropriate safeguarding and monitoring software on any school issued device to ensure school maintain vigilance over pupils' online learning experiences and can respond in a timely manner if required. Staff will remain vigilant of pupil behaviour whilst accessing remote learning and follow agreed safeguarding protocols if concerns are raised.

21 Safeguarding Children and Young People Vulnerable to Violent extremism (PREVENT DUTY)

21.1 Protecting children from the risk of radicalisation is seen as part of our schools' wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. As with managing other safeguarding risks, school will be alert to changes in children's behaviour that could indicate that they are in need of protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include making a referral to the "Channel programme" (Keeping Children Safe in Education, Department for Education, July 2015)

21.2 Our school safeguarding policy therefore aligns with the schools duty under Section 26 of the Counter Terrorism and Security Act 2015 in accordance with the Department of Education schools specific guidance:

21.3 Our safeguarding policy and actions are aligned to also reflect the processes described in the Greater Manchester Safeguarding Partnership Procedures:

http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_vio_ext.html

21.4 All within our Trust, led by the DSL, will assess the level of risk and put actions in place to reduce that risk. Risk assessment may include consideration of the school's Religious Education curriculum, SEND policy, e-safety policy, and the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

22 Children at risk of sexual exploitation (CSE):

22.1 Statutory definition of Child Sexual Exploitation

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity'…

22.1.1 in exchange for something the victim needs or wants, and/or

22.1.2   for the financial advantage or increased status of the perpetrator or facilitator.

22.2   The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

22.3   CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

22.4   CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

22.5   CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to having sex. Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship.

22.6   Our school will ensure that the Designated Safeguarding Lead and other key staff are trained in spotting the possible signs of child sexual exploitation (outlined in Appendices - this is not an exhaustive or definitive list).

22.7   Our school safeguarding policy aligns with the Greater Manchester Safeguarding Partnership Guidance on Child Sexual Exploitation

23   Child criminal exploitation

23.1   For the purpose of this policy, "child criminal exploitation" is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

23.1.1   In exchange for something the victim needs or wants

23.1.2   For the financial advantage or other advantage of the perpetrator or facilitator

23.1.3   Through violence or the threat of violence

23.2   CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

23.3   Identifying cases

23.4   School staff will be aware of the following indicators that a child is the victim of CCE:

23.4.1   Appearing with unexplained gifts or new possessions

23.4.2   Associating with other young people involved in exploitation

23.4.3   Suffering from changes in emotional wellbeing

23.4.4   Misusing drugs or alcohol

23.4.5   Going missing for periods of time or regularly coming home late

23.4.6   unexplainable and or/persistent absences from education or not taking part

24 County lines

24.1   For the purpose of this policy, "County lines" refers to organised criminal networks or gangs exploiting children to move drugs and/or money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

24.2   Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

24.3   Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

24.4   The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

24.5   Indicators that a pupil may be involved in county lines active include the following:

24.5.1   Persistently going missing or being found out of their usual area.

24.5.2   Unexplained acquisition of money, clothes or mobile phones.

24.5.3   Excessive receipt of texts or phone calls.

24.5.4   Relationships with controlling or older individuals or groups.

24.5.5   Leaving home without explanation.

24.5.6   Evidence of physical injury or assault that cannot be explained.

24.5.7 Carrying weapons.

24.5.8 Sudden decline in school results.

24.5.9 Becoming isolated from peers or social networks.

24.5.10 Self-harm or significant changes in mental state.

24.5.11 Parental reports of concern.

25 Mental Health

25.1 All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering abuse, neglect or exploitation.

25.2 Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

25.3 Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

25.4 Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

25.5 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school. More information can be found in the *Mental health and behaviour in schools* guidance.

26 Female Genital Mutilation

26.1 With effect from 3 May 2015, the Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015. The law is extended so that.

26.1.1 A non-UK national who is 'habitually resident' in the UK and commits such an offence abroad can now face a maximum penalty of 14 years imprisonment. It is also an offence to assist a non-UK resident to carry out FGM overseas on a girl who is habitually, rather than only permanently, resident in the UK. This follows a number of cases where victims were unable to get justice as FGM was committed by those not permanently residing in the UK.

26.1.2 A new offence is created of 'failing to protect a girl from the risk of FGM'. Anyone convicted can face imprisonment for up to seven years and/or an unlimited fine.

26.1.3 Anonymity for victims of FGM. Anyone identifying a victim can be subject to an unlimited fine.

26.2 Our school Designated Safeguarding Lead will maintain up to date knowledge of and work in line with the Greater Manchester Safeguarding Partnership Protocol to Female Genital Mutilation.

27 Sexual Violence and Sexual Harassment

27.1 The 'Sexual violence and sexual harassment between children in schools and colleges' guidance was republished with a May 2018 date. A summary of the document is included in 'Keeping Children Safe in Education'.

27.2 As a school we will make sure that all our systems and policies, procedures, and training includes sexual violence and sexual harassment.

27.3 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

27.4 Definitions to be aware of:

27.4.1 Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

27.4.2 Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

27.4.3 Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

27.5   Staff should also be aware that.
    27.5.1   a child under the age of 13 can never consent to any sexual activity.
    27.5.2   the age of consent is 16.
    27.5.3   sexual intercourse without consent is rape.
27.6   School will
    27.6.1   make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
    27.6.2   not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
    27.6.3   challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
    27.6.4   understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school approach (especially preventative education) is important.
27.7   Staff will follow agreed safeguarding procedures when there is a suspicion of sexual violence or assault, and all information should be shared with the DSL as soon as reasonably practicable.

28 Upskirting

28.1   Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

28.2   A "specified purpose" is namely:
    28.2.1   Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
    28.2.2   To humiliate, distress or alarm the victim.

28.3   "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

28.4   Upskirting will not be tolerated by the school.

28.5   Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

29 Domestic Abuse / Encompass

29.1   The encompass protocol sets out a joint-agency procedure to provide support for children and young people who have experienced domestic abuse in their household.

29.2   Police officers who attend a domestic incident will collate a summary with respect to the child or young person. This will lead to the relevant information being shared with the Key Adult in school.

29.3   Staff will record the information they receive from the police using within school sytems, which must be retained and stored using the same processes used to store child protection records within the school.

30 Child Absence Following a reported Encompass Incident

30.1   Where a notification is made and a child is subsequently not in school, the following should be considered: -
    30.1.1   School should review the information within the police notification in the context of what they know about the child prior to receiving the police information.
    30.1.2   A member of the safeguarding team in school should ring home to ask why the pupil is not in as per standard policy. Inform the parent they are aware there was an incident at the home and offer support. If the pupil is not coming into school that day, ask parents when they are expected to return and a reason for absence?
    30.1.3   If a member of the safeguarding team from the school cannot make contact with the parents or carer and have not received notification why the child is not in, the key adult (member of the safe guarding team) needs to consider the next steps carefully…actions could include: -

- Home Visit – A member of the safeguarding team may consider, at the discretion of the DSL to carry-out a home visit to see the child; if concerns or risks to the child's safety are identified during the home visit referrals to Children's Social Care and the Police may need to be made.
- Telephone call to the Children's Safeguarding hub for advice and information.
- Referral to Children's Social Care.

31 Children Missing Education and Children absent from school

31.1 The definition of 'Children Missing Education' refers to all children of compulsory school age who are not on a school roll, nor being educated otherwise (e.g., privately or in alternative provision) and who have been out of any educational provision for a substantial period of time (usually agreed as four weeks or more).

31.2 For the purpose of this policy, Children Missing Education will be considered as the following:

31.2.1 Children persistently absent from school.

31.2.2 Those children that have been permanently excluded or on a supported transfer.

31.2.3 Those children who have particular social and behavioural difficulties and have personalised plan which means that they do not attend school full time.

31.2.4 Have medical or mental health needs.

31.2.5 Have complex needs and no suitable school place is available.

31.2.6 Those children that are new to the area and require a school place. Specifically:

31.2.7 Those that are new to the country.

31.2.8 Those that have not taken up a school place within 20 school days of it being offered.

31.2.9 Those new to area and not secured a school place within 20 school days.

31.3 School will follow the procedures as laid out in the Wigan Council Children Missing Education Policy and school Attendance policy.

31.4 The term 'reasonable enquiries' grants education settings and local authorities a degree of flexibility in decision-making, particularly as the steps that need to be taken in a given case will vary. The term 'reasonable' also makes clear that there is a limit to what the school and local authority is expected to do.

31.5 In line with the duty under section 10 of the Children Act 2004, the expectation is that the education setting and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).

32 Admissions register

32.1 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

32.2 The school will notify the LA within five days of when a pupil's name is added to the admissions register.

32.3 The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

32.4 Two emergency contact details will be held for each pupil where possible.

32.5 Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

32.6 If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

32.6.1 The full name of the parent with whom the pupil will live

32.6.2 The new address

32.6.3 The date from when the pupil will live at that address

32.7 If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

32.7.1 The name of the new school

32.7.2 The date on which the pupil first attended, or is due to attend, that school

32.8   Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data and transfer any paper files securely.

32.9   To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

32.9.1   Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.

32.9.2   Have ceased to attend the school, and no longer live within a reasonable distance of the premises.

32.9.3   Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.

32.9.4   Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.

32.9.5   Have been permanently excluded.

32.9.6   The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

32.10   If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

32.10.1   The full name of the pupil

32.10.2   The full name and address of any parent with whom the pupil lives

32.10.3   At least one telephone number of the parent with whom the pupil lives

32.10.4   The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable

32.10.5   The name of the pupil's new school and the pupil's expected start date there, if applicable

32.10.6   The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

32.11   The school will work with the LA to establish methods of making returns for pupils back into the school.

32.12   The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

32.13   The school will also highlight any other necessary contextual information including safeguarding concerns.

33 Child-on-Child Abuse

33.1   All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys perpetrators of such abuse. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

33.1.1   bullying (including cyber bullying)

33.1.2   gender based violence / sexual assaults

33.1.3   sharing of nude and semi-nude images or

33.1.4   Initiation / hazing type violence and rituals.

33.2   Consequently, child-on-child abuse is dealt with as a safeguarding concern, recorded as such and not usually managed through the systems set out in the school behaviour policy.

33.3   Victims, perpetrators and any other child affected by child-on-child abuse will be supported through the school's pastoral system and the support will be regularly reviewed.

33.4   All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

33.5   We minimise the risk of child-on-child abuse by providing:

33.5.1 A relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.

33.5.2 Established / publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

33.6 The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children.

33.7 Our school policy on anti-bullying (respect policy) 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.

33.8 All staff are aware that children with SEND and / or differences / perceived differences are more susceptible to being bullied / victims of child abuse.

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

33.10 We keep a record of known bullying incidents and will keep a record of racist incidents.

34 Young Carers

34.1 A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol.

34.2 Our school recognises the impact that being a Young Carer can have on pupils, and the importance of identifying those young people so that appropriate support can be provided.

34.3 Wigan Safeguarding Partnership coordinates our local Young Carers Strategy.

34.4 Where a pupil / student at our school is identified as having additional support needs due to being a young carer, or where a multi-agency approach may be required, our school uses the Early Help Framework and routes into the Start Well Service.

35 Monitoring and Evaluation

35.1 This Child Protection Policy and Procedures will be monitored and evaluated by:

35.1.1 Local Academy Board (LAB) and Trustee visits to our schools/academies

35.1.2 SLT 'drop ins' and discussions with children and staff

35.1.3 Pupil surveys and questionnaires

35.1.4 Scrutiny of exclusion and attendance data

35.1.5 Scrutiny of a range of risk assessments

35.1.6 Scrutiny of Governing Body minutes

35.1.7 Logs of bullying/racist/behaviour incidents for Senior Leadership Team and LAB to monitor

35.1.8 Review of parental concerns and parent questionnaires

35.1.9 Review of the use of intervention strategies such as nurture room and isolation room

35.2 This policy also links to other policies and procedures, including:

Behaviour, Staff Behaviour Policy / Code of Conduct whistleblowing, Anti-bullying, Health & Safety, Allegations against staff, Parental concerns, Attendance, Curriculum PSHE, Drug Education, Teaching and Learning, Administration of medicines, Sex and Relationships Education, Physical intervention, ESafety, including staff use of mobile phones, Risk Assessment, Recruitment and Selection, Child Sexual Exploitation, Intimate Care, Radicalisation and Extremism, Safer Recruitment, Children Missing Education, Acceptable use of ICT Policy (staff and students), Drugs policy relating to students.

36 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 designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

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

It is important to note that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. 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
- Scapegoated 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 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

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, in appropriate 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.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations

- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

37 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.

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**.

38 Glossary

A Child	A person who has not yet reached their 18th birthday.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who know them or, more rarely by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
Bullying & Cyberbullying	Behaviour that is: • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups, for example because of race, religion, gender or sexual orientation
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation (CSE)	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Children with Special Educational Needs and/or disabilities	SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
County Lines	Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs
Contextual Safeguarding	Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.
Domestic Abuse	Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are,

	or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:
	- psychological - physical - sexual - financial - emotional Domestic abuse can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Female Genital Mutilation (FGM)	Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	Defining a gang is difficult. They tend to fall into three categories: peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low-level youth offending, these activities should not be confused with the serious violence of a Street Gang. A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.

	An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on one of the following things: • disability • race • religion • transgender identity • sexual orientation.
Honour-based violence	Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.
Neglect	Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate care-givers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
child-on-child abuse	Child-on-child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism 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. We also include in

	our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	• 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.
Sexting	Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children
Trafficking	Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation or the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs. (Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK)