



# SAFEGUARDING & CHILD PROTECTION

This policy has been developed in accordance with the principles established by the Children Act 2002, and in line with the following:

- Keeping children safe in Education 2018
- Working Together to Safeguard Children 2018
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if you are worried a Child is being Abused 2015
- Safeguarding Children and Safer Recruitment in Education 2015
- Oxfordshire Safeguarding Children Board (OSCB)

The Governing Body takes seriously its responsibility under section 11 of the Children Act and duties under 'Working Together' to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements exist within our school to identify and support those children who are suffering harm or are likely to suffer harm.

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

Our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child, free from discrimination or bullying (Please see our separate policy on Bullying) and where children can learn and develop happily.

This policy applies to all staff, governors and volunteers working in our school.

The aims of this policy are:

- To support the child's development to foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure that we contribute to assessments of need and support plans for those children where appropriate.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children and young people.
- To develop a structured procedure within the school which will be followed by all members of staff in cases of suspected abuse.
- To develop effective working relationships with all other agencies involved in safeguarding children.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities, following correct staff recruitment and selection procedures.

## Responsibilities

The Teacher' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public interest in the teaching profession as part of their professional duties. At Frank Wise School, we recognise that Safeguarding and Child Protection are the responsibility of EVERYONE. This includes the governing body which understands and fulfils its safeguarding responsibilities.

We have a designated member of the senior leadership team who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our designated person will update their training with LA approved training every two years.

We will ensure that:

- Our designated staff member (DSL) is a member of the SLT and fully trained.
- We have a member of staff who will act in the designated person's absence who also receives training for the role of Designated Person.
- All members of the SLT are trained to the level of designated safeguarding lead.
- All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and contact details of the Designated Person and have these explained, as part of their induction into the school.
- All members of staff are provided with opportunities at least every three years to receive training alongside ongoing safeguarding and child protection updates in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All members of staff are made aware of and given access to additional online training via the OSCB training portal. <https://oscb.safeguardingchildren.co.uk/>
- All members of staff are made aware of the additional factors relating to Safeguarding for children and young adults with Special Educational Needs and Disabilities.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding & Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- The name of any member of staff considered not suitable to work with children will be notified to the DBS (Disclosure and Barring Service), with the advice and support of Human Resources and or the LADO (Local Authority Designated Officer).
- Our procedures will be reviewed annually and updated and a summary report of findings sent to our governing body and the LA Safeguarding Team.
- All members of staff will adhere to other related policies and guidance. The policies which are particularly relevant are: Behaviour, Bullying, Health and Safety, Restrictive Physical Intervention, Whistleblowing and the Staff Handbook.

- Children and young adult's safety is addressed through the curriculum.

## **What all staff need to know**

As part of induction training and ongoing CPD, all staff including teachers, classroom support staff, office staff and the senior leadership team are made aware of the systems and processes that support Safeguarding.

- The Child Protection and Safeguarding Policy
- Keeping Children Safe in Education 2018, Part 1
- The Staff Handbook
- The role and identity of the DSL
- Whistleblowing Policy
- Behaviour Management Policy
- Health and Safety Policy
- Managing allegations about staff or volunteers
- The safeguarding response to children who go missing from education
- What to do if they have concerns about a child or young adult

## **Procedures**

Staff will follow the Oxfordshire Safeguarding Children Board Procedures in all cases of abuse, or suspected abuse (these can be found at [www.OSCB.org.uk](http://www.OSCB.org.uk) ) and 'Keeping Children Safe in Education, 2018.'

### *Procedures for pupils at Frank Wise School:*

In following the above statutory guidance we will:

- Understand that our responsibility to safeguard children requires that we appropriately share any concerns that we may have about children.
- Ensure we refer a child if there are concerns about a child's welfare, possible abuse or neglect to Social Care by contacting our Locality Senior Practitioner as soon as possible within 24 hours.
- Ensure that detailed and accurate records of concerns about a child are kept even if there is no need to make an immediate referral. See guidance on record keeping [http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour\\_attendance/safeguarding\\_child\\_protection/Keeping\\_Child\\_Protection\\_Records.doc](http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour_attendance/safeguarding_child_protection/Keeping_Child_Protection_Records.doc)
- Ensure that all such printed records are kept confidentially and securely and are separate from pupil records, with a front sheet noting that there are also entries in a secure database which can be searched to provide a chronology.
- Indicate via a plain sticker with the initials 'CP' on the pupil's normal records that there is also confidential record-keeping kept separately and securely.

- Ensure that the designated staff member, or another appropriate member of staff, attends Child Protection level case conferences, core groups, and where possible other related meetings, and if requested provides a report which has been shared with the parents/carers.
- Ensure that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to the child's social worker or the Duty Social Worker.
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature.
- Ensure that all school staff are aware of the school's CP policy and procedures, and understand their responsibilities in being alert to, and acting appropriately in cases of abuse, or suspected abuse, and know how to recognise and refer any concerns.
- Provide an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the Designated Teacher, and by all staff, and the number and type of incidents/cases, and the number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised) . The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures when requested. This should be sent to the LADO/ Safeguarding Team at County Hall no later than the December of the academic year following the academic year to which the report applies.
- Ensure that staff keep themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every three years, provided by OSCB or the Schools Safeguarding Team. This should include training on child sexual exploitation, radicalisation, genital mutilation as well as generalist and specialist safeguarding training.
- Ensure that all staff and volunteers understand that there is a procedure to be followed in dealing with CP allegations made against staff. This procedure must be followed on all occasions. All staff must be made aware of this process and how it differs from other concerns about children.
- Ensure that all staff and volunteers understand that there is a procedure to be followed when managing allegations against other pupils (peer-on-peer abuse).
- Ensure that we have staff on all interview panels who are Safer Recruitment Trained.
- Ensure that all staff/volunteers are selected and recruited only after having gone through appropriate checks.
- Have regard to our obligations to prevent our students from being drawn into extremism or terrorism. We recognise that this is our statutory duty under the counter terrorism and security act 2015.

***Procedures for children and young people in other settings and in the local community:***

We recognise that as adults who regularly visit other schools and are out and about in the community, we have a duty of care to safeguard all children and our school procedures for safeguarding all children will be in line with Oxfordshire Local Authority and Oxfordshire Safeguarding Children Board Child Protection procedures, and 'Keeping Children Safe in Education 2018'.

As part of induction and ongoing training that all staff receive, responsibilities for safeguarding and the procedures to follow when in other settings and in the community are given. The procedures are outlined in the Child Protection appendix flowchart.

*In other settings, we will ensure:*

- That we know who the designated lead is, or in their absence the deputy designated lead
- That in the event of either hearing a disclosure or having another concern, we will report this to the designated lead at that school AND the designated lead at Frank Wise School, who will then contact the local authority designated lead (other school) or the MASH (in the community).
- To record concerns on the Frank Wise School Safeguarding database
- To record actions that have happened on the Frank Wise School safeguarding database

*In the local community we will ensure:*

- That we have reported any concern to the MASH and noted this on the school safeguarding database
- That we have followed-up with the MASH and noted any action on the school safeguarding database

*Procedures for allegations made against staff:*

- All staff should take care to not place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers which are to do with safeguarding concerns to be conducted in the presence of other adults.
- We understand that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior member of staff available.
- The Headteacher on all such occasions will discuss the content of the allegation with the LADO **before taking any action**. In Oxfordshire contact should be made with Alison Beasley, LADO (01865 815956), Donna Crozier, Assistant Designated Officer (01865 816382), Sandra Pasquet, Assistant Designated Officer (01865 323457) or Hannah Burke-Smith Assistant Designated Officer (07867 467822).
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO, without notifying the Headteacher first.
- The school will follow the LA procedures for managing allegations against staff, as outlined in 'Keeping children safe in education 2018'.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with LADO and HR.
- Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

## **Supporting Children**

We recognise that a child who is abused in any way, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth. We also believe that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. 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.

Our school will support all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of life.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Notifying Social Care when a child attending the school is privately fostered.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

## **Confidentiality**

We recognise that all matters relating to child protection are confidential. The Headteacher or Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- All staff must be aware that they cannot promise a child that they will keep secrets which might compromise the child's safety or well-being or that of another.
- We undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Schools Safeguarding Team or Social Care.
- We will contact the Locality and Community Support Service (LCSS) for 'no names' consultations to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

## **Supporting Staff**

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. We will support such staff by providing an opportunity to talk through their anxieties with the designated person and to seek further support. This could be provided by another trusted colleague, Occupational Health (Staff Care), and/or a representative of a professional body or trade union, as appropriate. In consultation with all staff, we have developed our staff handbook to include both information on the operational aspects of different roles alongside clear and unequivocal guidance on how all staff can model behaviours, attitudes and approaches in all of our interactions with the students, each other and the wider community. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

We recognise that our designated persons should have access to support and appropriate workshops, courses or meetings as organised by the LA.

## **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Due to the day to day contact with children, staff in school are ideally placed to observe the outward signs of abuse. The school community will therefore:

- Establish and maintain an ethos which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Report any inappropriate behaviour/activities or concerns they have about a child to the designated person.

All staff have a responsibility for action in cases of suspected child abuse. This document outlines the procedures which should be followed if any member of staff suspects a student is being abused, or if a disclosure is made.

**Immediate action is required where there is concern about possible abuse, written records must be made at each stage of the process.**

All staff are asked to be alert to possible physical or emotional problems being experienced by children and young people.

**If a student asks to speak to you about a problem do not promise confidentiality, but explain that it may be necessary to consult a colleague.**

## Dealing with disclosures

### Receive

- Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

### Reassure

- Stay calm, no judgements, empathise. Never make a promise that you can keep what a child has said a secret, giving reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you

### React

- React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.
- Don't ask leading questions – use open questions eg 'is there anything else you want to say?'
- Do not criticise the perpetrator; the child may have affection for him/her.
- Explain what you will do next – inform designated teacher, keep in contact.

### Record

- If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time record what was said as soon as you can.
- Try to record what was actually said by the student rather than your interpretation of what they are telling you.
- Record the date, time, place, along with and any noticeable non-verbal behaviour.

### Report

- Report the incident to the Designated Person and do not tell any other adults or students what you have been told.

**Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.**

## Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. At Frank Wise School we use an electronic system. The Designated Person for child protection is responsible for ensuring that the necessary records are completed and sent to the relevant people and stored in a safe and confidential place.

### Why is this important?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include:

- failing to act on and refer the early signs of abuse and neglect;

- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

## Categories of Abuse

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act or prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet) They may be abused by an adult or adults or by other another child or children.

The table below outlines the four main categories of abuse as defined by the Department for Education, 'Keeping Children Safe in Education, 2018' (full definitions of bullying including cyberbullying, children missing in education, child missing from home or care, child sexual exploitation, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation, forced marriage, gangs and youth violence, gender-based violence / violence against women and girls, hate, mental health, missing children and adults, private fostering, preventing radicalisation, relationship abuse, sexting and trafficking can be found in this document).

The possible indicators are not definitive; some children may present these behaviours for reasons other than abuse, and some children suffering abuse may not present these behaviours, especially as in this school all of the pupils are deemed to have varying levels of learning difficulties.

<b>Type of Abuse</b>	<b>Possible Indicators</b>
<p><b>Neglect</b> The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments 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:</p> <ul style="list-style-type: none"> <li>• provide food, clothing and shelter</li> <li>• protect a child from physical and emotional harm or danger</li> <li>• ensure adequate supervision</li> <li>• ensure access to appropriate medical care or treatment</li> </ul>	<p>Obvious signs of lack of care including</p> <ul style="list-style-type: none"> <li>• Problems with personal hygiene</li> <li>• Constant hunger</li> <li>• Inadequate clothing</li> <li>• Emaciation</li> <li>• Lateness or non-attendance at school</li> <li>• Poor relationship with peers</li> <li>• Untreated medical problems</li> <li>• Compulsive stealing and scavenging</li> <li>• Rocking, hair twisting, thumb sucking</li> <li>• Running away</li> <li>• Low self-esteem</li> </ul>
<p><b>Physical Abuse</b> 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.</p>	<ul style="list-style-type: none"> <li>• Physical signs that do not tally with the given account of occurrence</li> <li>• Conflicting or unrealistic explanations of cause</li> <li>• Repeated injuries</li> <li>• Delay in reporting or seeking medical advice.</li> </ul>

Type of Abuse	Possible Indicators
<p><b>Sexual Abuse</b> Forcing or enticing a child 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, penetrative or non-penetrative acts and also includes involving children in watching pornographic material or watching sexual acts.</p>	<ul style="list-style-type: none"> <li>• Sudden changes in behaviour</li> <li>• Displays of affection which are sexual and age inappropriate</li> <li>• Tendency to cling or need constant reassurance</li> <li>• Tendency to cry easily</li> <li>• Regression to younger behaviour – eg thumb sucking, acting like a baby</li> <li>• Unexplained gifts or money</li> <li>• Depression and withdrawal</li> <li>• Wetting/soiling day or night</li> <li>• Fear of undressing for PE</li> </ul>
<p><b>Emotional Abuse</b> The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p>	<ul style="list-style-type: none"> <li>• Rejection</li> <li>• Isolation</li> <li>• Child being blamed for actions of adults</li> <li>• Child being used as carer for younger siblings</li> <li>• Affection and basic emotional care giving/warmth persistently absent or withheld</li> </ul>

## Specific Safeguarding Issues

All staff have an awareness of safeguarding issues and the procedures to follow when they have cause for concern. A comprehensive list of specific safeguarding issues can be found within the document, “Keeping Children Safe in Education 2018”

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/737289/Keeping\\_Children\\_Safe\\_in\\_Education\\_Sept\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf)

### *Peer-on-peer abuse*

All staff are made aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sexual violence/sexual harassment, sexting (also known as youth produced sexual imagery) and initiation/hazing type violence and rituals. Staff are clear about our policy and procedures with regards to peer-on-peer abuse.

### *Contextual Safeguarding*

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as

much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### ***Children and Young Adults with Special Educational Needs***

Children and young adults with special educational needs can face additional safeguarding challenges. At Frank Wise School it is essential that staff are aware of the additional barriers that can exist when recognising abuse and neglect in our cohort of students. These include:

- communication difficulties making it more challenging for a student to say what is happening to them or to be understood
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- students showing no outward signs of the emotional impact of abuse so limiting staff ability to spot indicators

### ***Online Safety***

At Frank Wise School pupils sometimes work online and we recognise that it is crucial to safeguard our pupils from potentially harmful and inappropriate online material. As such we ensure appropriate filters and appropriate monitoring systems are in place.

### ***Opportunities to teach Safeguarding***

We ensure our pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), during discrete ICT lessons and as part of a wider topic within any curriculum area.

### ***Allegations of abuse made against other children (peer-on-peer abuse)***

All staff are made aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sexual violence/sexual harassment, sexting (also known as youth produced sexual imagery) and initiation/hazing type violence and rituals. Staff are clear about our policy and procedures with regards to peer-on-peer abuse.

Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children.

Please see our full Managing allegations against other pupil's/Peer on Peer abuse policy for further details.

## **Important Additional Information about specific safeguarding issues.**

### ***Children and the Court System***

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure

and the use of video links is explained. Staff at Frank Wise School will consider when and how it is most appropriate to use such material.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### ***Children with family members in prison***

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### ***Children missing From education***

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

### ***Child Sexual Exploitation (CSE)***

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009).

### ***Key facts about CSE***

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked After Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.
- Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

### ***Good Practice - Individuals***

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective / behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

### ***Good Practice - Organisations***

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

### ***Child Criminal Exploitation: County Lines***

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism I2 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### ***Domestic Abuse***

The cross-government definition of domestic violence and abuse is, “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; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

### ***Homelessness***

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases Frank Wise School staff will be considering homelessness in the context of children and young adults who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases young adults could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

### ***Anti Modern Slavery***

Modern slavery or human trafficking is the movement of a person from one place to another (this could be country to country, town to town, or even as simple as one room in a building to another) into conditions of exploitation, using deception, coercion, abuse of power or the abuse of the person's vulnerability. Even if a victim consents and is willing to be moved, trafficking could still be taking place. It involves either the threat of harm or actual harm to the person themselves or their family. It is usually associated with adults and we need to be mindful of the possible indicators not only within the Frank Wise community of students and their parents / carers but also in the wider community.

Whilst by no means exhaustive, this is a list of some common signs:

- Adult is not in possession of their legal documents (passport, identification and bank account details) and they are being held by someone else

- The adult has old or serious untreated injuries and they are vague, reluctant or inconsistent in explaining how the injury occurred
- The adult looks malnourished, unkempt, or appears withdrawn
- They have few personal possessions and often wear the same clothes
- What clothes they do wear may not be suitable for what they are doing
- The adult is withdrawn or appears frightened, unable to answer questions directed at them or speak for themselves and/or an accompanying third party speaks for them. If they do speak, they are inconsistent in the information they provide, including basic facts such as the address where they live
- They appear under the control/influence of others, rarely interact or appear unfamiliar with their neighbourhood or where they work. Many victims will not be able to speak English
- Fear of authorities
- The adult perceives themselves to be in debt to someone else or in a situation of dependence
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If there is a reason to believe that someone may be a victim of modern slavery, then we should report this to Oxfordshire Adult Safeguarding Board, MASH and / or the police. They will refer the case onto the National Referral Mechanism.

### ***So-called ‘Honour-based violence’***

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that is outlined below. (FGM section)

### ***Forced marriages (FM)***

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Link to the guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

### ***Genital Mutilation, including Female Genital Mutilation (FGM)***

Genital Mutilation can affect any child in the context of social pressure to undergo a medical procedure on the child's genitals which is not medically necessary. There is a particular issue in regard to FGM.

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for any person (regardless of their nationality or residence status) to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident (section 3 of the Act).

Link to the guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

Whilst our staff should speak to the DSL or Deputy with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

### ***Prevent***

The Counter Terrorism & Security Act 2015 places a Prevent duty on specified schools to have "due regard to the need to prevent people from being drawn into terrorism." The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative

provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes.

Schools/settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism.
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school.

### ***Sexual violence and sexual harassment between children***

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.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### ***What is sexual violence and sexual harassment?***

#### ***Sexual Violence***

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**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.

**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.

**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.

**Consent:** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### ***Sexual Harassment***

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the • experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

### ***The response to a report of sexual violence or sexual harassment***

The initial response to a report from a child is important. It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph in part one of this policy. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

**Reviewed by:** Lara Hughes

**Date:** January 2019

**Approved by Governors:**



**Date:** February 2019