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communicate

**Child Protection and  
Safeguarding Policy  
September 2022**

## Document Control

### Changes History

Version	Date	Amended by	Recipients	Purpose
1.0	July 2022	Neil Maslen, Director of Education	I CAN's Board of Trustees All I CAN Staff	To create a Charity wide safeguarding policy.

### Approvals

This policy requires the following approvals:

Board	Chair	CEO	Date Approved	Version	Date for Review
*				1	July 2023

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## Child Protection and Safeguarding Policy

Safeguarding Trustee:	Roy Blatchford
I CAN's Designated Safeguarding Lead:	Neil Maslen
Status & Review Cycle:	Annual
Next Review Date:	Summer 2023

## Safeguarding Statement

I CAN recognises our moral and statutory responsibility to safeguard and promote the welfare of children and young people. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of our school's safeguarding responsibilities as well as that of all staff who work for I CAN. This Child Protection and Safeguarding policy underpins and guides our procedures and protocols to ensure its pupils and staff are safe.

## Key Personnel

Role	Name	Email	Telephone
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Dawn House School Designated Safeguarding Lead (	Jenny McConnell	<a href="mailto:j.mcconnell@dawnhouse-ican.notts.sch.uk">j.mcconnell@dawnhouse-ican.notts.sch.uk</a>	01623 795361
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\*Out of hours contact

## Terminology

**Safeguarding and promoting the welfare of children is defined as:**

- protecting children from maltreatment;
- preventing impairment of children's mental and physical 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.

**Child Protection** is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity, including governors.

**Child** includes everyone under the age of 18.

**Parents** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents and LA corporate parents.

**School** refers to any setting with children or young adults, i.e early years, colleges etc.

## 1. Introduction

### Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2022
- Information Sharing 2018
- What to do if you're worried a child is being abused 2015
- Charity Commission: Safeguarding and Protecting People for Charities and Trustees, 2017

## 2. Policy Principles

### The welfare of the child is paramount.

We are committed to safeguarding children and young people and we expect everyone who works for I CAN to share this commitment.

If any staff member has a concern about a child, they should:

- (if it relates to a child's school or childcare setting and this is known) report it using the school or setting's procedures
- (if it is not an I CAN school) also report it through the I CAN concern form I CAN's Concern form in appendix 8 or using this link. This includes any concerns that have arisen through use of other I CAN activities eg the enquiry line or website or external events.

Any I CAN member of staff working regularly in a partner school or setting with children should ensure that they familiarise themselves with that school's safeguarding procedures and who the named person is.(the DSL) so that they can report concerns quickly if they occur.

All our staff must take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting children from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- We believe that our schools should provide a caring, positive, safe and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child.
- We have a duty to provide pupils and staff involved in child protection issues with appropriate support and supervision.

### 3. Policy Aims

- To demonstrate I CAN's commitment with regard to safeguarding and child protection to children, young people and families using our schools, programmes and other services
- To support children's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident to and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 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 our schools, contribute to assessments of need and support packages for those children.
- To ensure that all staff operate according to contextual safeguarding principles
  - This means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety or welfare. This can include factors outside the school or setting and can occur between children outside the school or setting.
- To emphasise the need for good levels of communication between all members of staff.
- To develop and promote effective working relationships with other agencies and Local Authorities.
- To ensure that all staff working for us who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit within each school and centrally.

### 4. Values

#### Supporting children

- 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.
- We recognise that schools 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 as well as exhibiting signs of mental health problems.
- We understand the impact on a child's mental health, behaviour and education when experiencing difficulties, abuse and/or neglect.

### 5. Roles and Responsibilities

#### I CAN's Senior Management Team will ensure that:

- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff code of conduct are consistent with I CAN's and statutory requirements, are reviewed annually by the Senior Management Team and Board of Trustees. The Director of Fundraising, Marketing and Communications will ensure that that the Child Protection and Safeguarding policy is publicly available on the website or by other means.

### **Line Managers will ensure that:**

- The staff they line manage are aware of and understand the procedures and have levels of knowledge and skills commensurate to the nature of their direct involvement with children and young people.
- Line Managers must work with the Safeguarding Lead for their workplace to resolve issues.

### **I CAN's Safeguarding Lead will ensure that:**

- The Child Protection and Safeguarding policy and procedures are implemented and followed by all staff.
- There is a named Trustee for safeguarding who is named in the policy, along with appropriate contact details.
- Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to staff.
- Where there is a safeguarding concern that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide.
- Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- They liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff, supply staff or volunteer; and
- Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- They hold ultimate responsibility for safeguarding and child protection in the charity and is a member of the SMT.
- Is responsible for ensuring that I CAN has procedures for dealing with allegations of abuse against staff (including the Senior Management Team), supply staff, volunteers and against other children and that a referral is made 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.
- I CAN's Director of Education will liaise with the relevant local authority on Child Protection issues and in the event of an allegation of abuse made against staff in the Charity.
- Acts as a source of support and expertise in carrying out safeguarding duties for the whole charity.
- Will have the necessary knowledge and understanding to recognise possible children at risk of contextual and/or familial abuse or exploitation.
- Will take a lead in assessing the risks and issues in the wider community when considering the well-being and safety of its pupils
- Will ensure that all staff are familiar with the contextual safeguarding issues that pose a risk to all children in the school, and specifically to groups or individuals.
- Encourages a culture of listening to children and taking account of their wishes and feelings.
- Is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually.
- Will refer a child if there are concerns about possible abuse, to the LA, and act as a focal point for staff to discuss concerns. Enquiries must be followed up in writing, if referred by telephone.
- Will keep detailed, accurate written records as appropriate, of all concerns about a child even if there is no need to make an immediate referral.
- Will provide oversight of the reporting system to ensure that it is used appropriately and effectively.
- Will liaise with the Local Authority, its safeguarding partners and work with other agencies and professionals in line with Working Together to Safeguard Children.



- Engage with internal and external safeguarding reviews.
- I CAN will always act in a way that adheres to the Human Rights Act 1998 (HRA), specifically, articles 3, 8, 14 and protocol 1.
- I CAN will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation in accordance with the Equality Act
- Will ensure that any identified weaknesses in Child Protection are remedied immediately.

### **I CAN's Head of People is responsible for:**

- Ensuring that I CAN operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training. Implementing a training strategy for employees to ensure that the policy and procedures are implemented throughout the organisation.
- Ensuring that appropriate policies for staff behaviour / code of conduct / managing allegations against staff are in place to safeguard children and young people.
- Liaising with partner agencies, I CAN Chief Executive, Designated Safeguarding Lead and/or school Principals as appropriate in relation to any allegations of abuse made against staff or volunteers / visitors and, where required, making referrals to the Disclosure & Barring Service or other regulatory bodies such as HCPC, NCTL.
- Monitoring the Disclosure & Barring Service updates, training policies and alerting the Director to any shortfalls in implementation.

### **I CAN's Designated Trustee will ensure that**

- In the event of an allegation, in respect of child protection, being made against the Chief Executive, the Chair of Trustees (or their nominated Trustee) is responsible for liaising with external agencies including the local authority and for taking on the 'case manager' role with support from the Director of People.

### **All I CAN Staff:**

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- Consider, at all times, what is in the best interests of the child.
- Will be aware of the indicators of abuse and neglect both familial and contextual; and recognise that contextual harm can take a variety of different forms.
- Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you're worried a child is being abused'.
- Complete any necessary recording as required by I CAN, the school or local authority.
- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or the Local Authority.
- Will be aware of the Case Resolution protocol or the duty to report concerns if the DSL fails to do so without reasonable cause.
- Will help to provide a safe environment in which children can learn.
- All school staff must read Keeping Children Safe in Education (2022) Part 1 and Annex A.
- Staff should report all concerns to the Designated Safeguarding Lead for their workplace. For I CAN central staff this should be done using this [form](#).
- Where there are concerns about the way in which safeguarding is carried out, staff should refer to I CAN's Whistleblowing Policy.

## 6. Confidentiality

- I CAN recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018<sup>8</sup> is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the DSL will only disclose information about a child to other members of staff on a need to know basis.
- We will always undertake to share our intention to refer a child to the Local Authority with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

## 7. Child Protection Procedures

- Abuse and neglect are forms 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 the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate off line abuse. They may be abused by an adult or adults or by another child or children.
- Abuse and Neglect may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation, criminal exploitation, serious youth violence, radicalisation.
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.
- Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".
- There are also a number of specific safeguarding concerns that we recognise pupils may experience;
  - child missing from education
  - child missing from home or care
  - child sexual exploitation (CSE)
  - child criminal exploitation (CCE)
  - bullying including cyberbullying
  - domestic abuse
  - drugs
  - fabricated or induced illness
  - faith abuse
  - female genital mutilation (FGM)
  - forced marriage
  - gangs and youth violence
  - gender-based violence/violence against women and girls (VAWG)
  - mental health
  - private fostering
  - radicalisation
  - youth produced sexual imagery (sexting)
  - teenage relationship abuse
  - trafficking

- child on child abuse
  - upskirting
  - serious violence
- Staff must be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse.
  - We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

### **If staff are concerned about a child's welfare**

- If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns using I CAN's Record of Concern [form](#). They may also discuss their concerns in with the DSL but the details of the concern must be recorded.
- I CAN recognises that the signs may be due to a variety of factors, for example, a parent moving out, a pet dying, a grandparent being very ill or an accident occurring. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL in the school they are in, or I CAN's DSL
- If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

### **If a pupil discloses to a member of staff**

- At all times I CAN's staff, if in a school, should follow the school's safeguarding procedures.
- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- They may feel embarrassed, humiliated or being threatened. This could be due to their vulnerability, disability, and/or sexual orientation or language barriers.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

### **During their conversation with the pupil staff will;**

- listen to what the child has to say and allow them to speak freely;
- remain calm and not overreact or act shocked or disgusted – the pupil may stop talking if she/he feels that she/he are upsetting the listener;
- reassure the child that it is not their fault and that they have done the right thing in telling someone;
- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk;
- take what the child is disclosing seriously;
- ask open questions and avoid asking leading questions;
- avoid jumping to conclusions, speculation or make accusations;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused;
- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be

interpreted by the child to mean they have done something wrong; and tell the child what will happen next.

- If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.
- The member of staff should write up their conversation as soon as possible on the school's CPOMS system or I CAN's record of concern form Staff should make this a matter of priority. The record should include the name of the member of staff; the date and should also detail where the disclosure was made and who else was present. The record should be forwarded to the DSL.

### **Making a referral**

- Concerns about a child or a disclosure should be immediately raised with the DSL in the school or I CAN's DSL who will help decide whether a referral to the Local Authority or other support is appropriate in accordance with local protocols.
- If a referral is needed, the DSL should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child's situation does not appear to be improving, the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- Where necessary concerns should be escalated to the LA head of service by the DSL or Principal.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's MASH and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

### **Supporting our 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 DSLs and to seek further support as appropriate.

## **8. Children who are particularly vulnerable**

I CAN recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

The children I CAN work with will also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has a social worker
- is a looked after child, or has been previously looked after
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child;
- has an imprisoned parent;
- is experiencing mental health, wellbeing difficulties.

At I CAN we recognise that our children who all have special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges.

## 9. Radicalisation and Extremism

- As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.
- Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.
- The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

### Recognising Extremism

**Early indicators of radicalisation or extremism may include:**

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with

particular groups may not be apparent.)

- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent the Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

## 10. Domestic Abuse

- Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).

## 11. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance could be due to age, gender, sexual identity, cognitive ability, physical strength, status, and /or access to economic or other resources.
- The abuse could be linked to an exchange for something the victim perceives that they need or want and/or will be to the financial benefit or other advantage (such as increase status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.
- The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- Victims can be exploited even when the activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More definitions and indicators are included in Appendix 3.
- Any concerns that a child is being or is at risk of being sexually or criminally exploited should be

passed without delay to the DSL.

- I CAN is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

## 12. Female Genital Mutilation (FGM)

- Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police. .
- The duty applies to all persons who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the
- individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.
- If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her, or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

### **The duty does not apply in relation to at risk or suspected cases**

- School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported to the DSL as a matter of urgency. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.
- Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.
- There are no circumstances in which a teacher or other member of staff should examine a girl.

## 13. Forced Marriage

- A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
- Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has been a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.
- A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.
- Where staff are concerned that a child might be at risk of a forced marriage, they must contact the DSL as a matter of urgency.
- School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the Local Authority.

## 14. Honour-based Abuse

- Honour based abuse (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
- Honour based abuse might be committed against people who;
  - become involved with a boyfriend or girlfriend from a different culture or religion;
  - want to get out of an arranged marriage;
  - want to get out of a forced marriage;
  - wear clothes or take part in activities that might not be considered traditional within a particular culture.
- It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.
- Where staff are concerned that a child might be at risk of honour-based abuse, they must contact the DSL as a matter of urgency.

## 15. One Chance Rule

- All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.
- I CAN is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

## 16. Mental Health

- Staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Whilst I CAN recognises that only appropriately trained professionals can diagnose mental health problems; staff who are able to make day to day observations of children and identify such behaviour that may suggest they are experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead.
- Staff should be aware of how traumatic Adverse Childhood Experiences (ACE), including experiences of abuse and neglect can impact on a child's mental health, behaviour and education through to adolescence and adulthood will be covered in safeguarding awareness training and updates.
- If staff have a mental health concern about a child that is also a safeguarding concern they will share this with the DSL. Adverse Childhood Experiences (ACE) encompass various forms of physical and emotional abuse, neglect and household dysfunction experienced in childhood. ACEs have been linked to premature death as well as to various health conditions, including mental health issues.



## 17. Private Fostering Arrangements

- 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.
- A 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.
- Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.
- Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.
- School staff must notify the designated safeguarding lead when they become aware of or suspect private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.
- On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## 18. Looked after children and previously looked after children

- The most common reason for children becoming looked after is as a result of abuse and neglect. I CAN ensures that staff have the necessary skills and understanding to keep looked after/previously looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.
- The designated teacher for looked after children works with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan. The designated teacher will follow the statutory guidance 'Promoting the education of Looked After Children'.
- The term *Looked After Child* includes children who have been adopted having previously been in overseas state care (referred to as IAPLAC) i.e a child who has been adopted having previously been in overseas state care/ in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in 'state care outside of England' if he/she was in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

## 19. Children Missing Education

- Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.
- We monitor attendance in our schools carefully and address poor or irregular attendance without delay.
- We will always follow up with parents/carers when pupils are not at school. This means we need to

have a least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

- In response to the guidance in Keeping Children Safe in Education (2022) the school has:
  - Staff who understand what to do when children do not attend regularly
  - Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
  - Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
  - Procedures to inform the local authority when we plan to take pupils off-roll when they:
    - a) leave school to be home educated
    - b) move away from the school's location
    - c) remain medically unfit beyond compulsory school age
    - d) are in custody for four months or more (and will not return to school afterwards); or
    - e) are permanently excluded

## 20. Children with a Social Worker

- At I CAN, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.
- This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.
- The school's DSL will ensure that all staff are aware of children that they work with who have a social worker, and will support them in meeting their needs.
- We take these needs into account when making plans to support pupils who have a social worker.
- From June 2021, the LA Virtual Principal has responsibility to promote the education of children who have a social worker.

## 21. Online Safety

- Pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram and Snapchat.
- Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.
- At I Can we manage the risk by:
  - Using filtering and monitoring systems so that when pupils use the school's network to access the internet they are protected from inappropriate content
  - Providing a regular report to the School's LGB on the effectiveness of this. However, many pupils are able to access the internet using their own devices and data plans.

The Internet and I CAN Staff Members:

- I CAN staff authorised to use the Internet must not download unsuitable material on to I CAN machines, distribute such material to others, or place such material on to the Internet.
- Unsuitable material in this context refers to that which
  - contains sexually explicit images or related material
  - contains obscene images
  - advocates illegal activities
  - advocates intolerance for others
- Where this is done inadvertently, the user must escape from the website and/or delete the

material immediately and report it to their line manager, IT manager and / or the Designated Safeguarding Lead. Breach of this will be treated as gross misconduct.

- Where exemption is required, because of the nature of the work of the member of staff, permission must be given jointly, in advance by the line manager and the Director of Corporate Services and the Designated Safeguarding Lead.

## **22. Child on Child Abuse including Child on Child Sexual violence and Sexual Harassment**

- The DSL, Trustee, Governing Board and the Principals will take due regard to Section 5, KCSiE 2022.
- In most instances, the conduct of pupils towards each other will be covered by School's behaviour policy.
- However, some allegations may be of such a serious nature that they may raise safeguarding concerns. I CAN recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of child on child abuse are outlined below.
  - Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
  - Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
  - Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
  - Upskirting – which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
  - Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal that children are at risk from, or involved with serious violence and crime.
- The term child on child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.
- There are also different gender issues that can be prevalent when dealing with child-on-child abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).
- At I CAN we recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff must remain vigilant at all times to signs of child-on-child abuse.
- At I CAN we have a zero-tolerance approach to abuse, and it must never be passed off as banter.
- We recognise that it is more likely that girls will be victims and boys perpetrators, but that all child on child abuse is unacceptable and taken seriously.
- Staff are trained to recognise the different forms that child on child abuse may take, such as:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - abuse in intimate personal relationships between peers;
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexual violence and sexual harassment.
- Research indicates that young people rarely disclose child on child abuse and that if they do, it is likely to be to their friends.
- At I CAN all staff must have the attitude of “it could happen here”. We will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment. Important considerations will include:
  - the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school’s or college’s duty and responsibilities to protect other children
  - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
  - the ages of the children involved
  - the developmental stages of the children involved
  - any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
  - if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
  - that sexual violence and sexual harassment can take place within intimate personal relationships between children
  - importance of understanding intra familial harms and any necessary support for siblings following incidents
  - are there ongoing risks to the victim, other children, adult students or school or college staff, and
  - other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation
- Any concerns, disclosures or allegations of child-on-child abuse in any form should be referred to the DSL. Where a concern regarding child-on-child abuse has been disclosed to the DSL(s), advice and guidance may be sought from the Local Authority and where it is clear a crime has been committed or there is a risk of crime being committed the police will be contacted.
- Working with external agencies, such as the Police and Social Services, the school will respond to the unacceptable behaviour. If a pupil’s behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

## **23. Sharing Nudes and Semi-Nudes (previously known as sexting)**

In cases where nudes or semi nudes have been shared, we follow the guidance given to schools and colleges by the Council for Internet Safety (UKCIS): Sharing Nudes and Semi Nudes (December 2020)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/947546/Sharer\\_nudes\\_and\\_semi\\_nudes\\_how\\_to\\_respond\\_to\\_an\\_incident\\_Summary\\_V2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/947546/Sharer_nudes_and_semi_nudes_how_to_respond_to_an_incident_Summary_V2.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1008443/UK\\_CIS\\_sharing\\_nudes\\_and\\_semi\\_nudes\\_advice\\_for\\_education\\_settings\\_Web\\_accessible\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UK_CIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_Web_accessible_.pdf)

## **What is *Sharing nudes and semi-nudes*?**

- In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.
- The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.
- This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.
- If an incident comes to the attention of a member of staff, he/she must inform the DSL immediately:
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL and seek support
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent)..
  
- The DSL should hold an initial review meeting with appropriate staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Local Authority or the Police as appropriate.
- Immediate referral at the initial review stage should be made to LA/Police if;
  - The incident involves an adult;
  - There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
  - What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
  - The imagery involves sexual acts;
  - The imagery involves anyone aged 12 or under;
  - There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

## 24. Allegations against staff

### **Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors**

- At I CAN we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Principal/Headteacher without delay; any concerns about the Principal should go to the Director of Education who can be contacted by emailing or calling on the number in the contact section.
- Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Principal/Headteacher of that school.
- Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.
- The Principal/Headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

### **Allegations**

- It is an allegation if the person\* has:
  - behaved in a way that has harmed a child, or may have harmed a child and/or;
  - possibly committed a criminal offence against or related to a child and/or;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(\*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

- Allegations should be reported to the LADO and the I CAN's Director of Education 'without delay'
- Before contacting the LADO, schools should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.
- The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

### **Low-level Concerns**

- Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:
  - being over-friendly with children;
  - having favourites;
  - taking photographs of children on their mobile phone;
  - engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
  - using inappropriate sexualised, intimidating or offensive language.
- The schools will follow their Local Authority procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education 2022 and the school's Managing Allegations policy and procedures, and will work with the Director of Education at all times.

- All low-level concerns and allegations concerning adults working with children must be recorded using the record of concern form or following the school's procedures.. Retention and sharing of this information will be in line with I CAN's Data Retention Policy, and in consultation with the Head of People.
- Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the DSL will seek the advice of the LADO and I CAN's Head of People in making this decision.
- In the event of an allegation against one of our Principals, the decision to suspend will be made by I CAN in consultation with the CEO and Safeguarding Trustee and with advice as above.
- Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

## 25. Whistle-blowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do 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, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Whistle-blowing regarding the Principal should be made to the Director of Education whose contact details are readily available to staff.
- Whistleblowing regarding a member of SMT (excluding the CEO) should be made to the CEO.
- Concerns regarding the CEO should be made to the Chair of Trustees
- Concerns regarding a member of the Board of Trustees should be made to the Safeguarding Trustee and/or the Chair of Trustees. If the concern is about the Chair, then the Vice Chair should be contacted.

## 26. Confidentiality, sharing information and GDPR

- All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.
- Staff should be proactive in appropriately sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.
- Staff should only discuss concerns with the DSL, Line Manager or the Principal. They will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
- Keeping Children Safe in Education (2022) emphasises that any member of staff can contact children's social care if they are concerned about a child. The contact details are contained within this document.
- Child protection information will be stored and handled in line with the Data Protection Act 2018 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018.

- Information sharing is guided by the following principles:
  - necessary and proportionate
  - relevant
  - adequate
  - accurate
  - timely
  - secure
  
- Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Documents should be retained with reference to I CAN's Data Retention Schedule.



## Appendix 1

### Recognising signs of child abuse and neglect

**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 known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

#### Categories of Abuse:

- **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 caregiver fabricates the symptoms of, or deliberately induces, illness in a child
- **Emotional Abuse** (including Domestic 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 from 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.
- **Sexual Abuse** (including child sexual exploitation): involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff are made aware of it and of our school's policy and procedures for dealing with it
- **Neglect:** 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### 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-needing behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance

### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

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

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances

- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

## **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 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

## **Recognising Neglect**

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## Appendix 2

### Sexual Abuse & Sexual Harassment

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. Staff should be vigilant to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- upskirting

### 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. 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.

## Appendix 3

### Exploitation (including Child Sexual Exploitation, Child Criminal Exploitation and County Lines)

**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.

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 or criminal exploitation.

Signs include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

**Potential vulnerabilities include:** (although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;



- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.
- More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

**Child Criminal Exploitation (CCE):** CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

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

**Potential vulnerabilities include:**

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

**County Lines:** County lines is a term used to describe gangs and organised criminal networks involved in the exporting of illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line.'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. See KCSIE (2021) page 126.

## Appendix 4

### Female Genital Mutilation (FGM)

**FGM:** Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act<sup>1</sup> introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

#### 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

#### Circumstances and occurrences that may point to FGM happening are:

- 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:**

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

### **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** and make a referral to the LA social care. However, teachers **MUST** report 'known' cases of FGM in under 18s which they identify in the course of their professional work, directly to the police.

## Appendix 5

### Domestic Abuse

**Domestic Abuse:** The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. (The definition can be found <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

### How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to serious long lasting emotional and psychological impact on children. In some cases children may blame themselves for the abuse or may have had to leave the family home as a result.

### What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

**SAFE (Stop Abuse For Everyone)** is a charity based in Exeter providing help and support to children and families who have experienced domestic abuse and violence. Telephone 030 30 30 0112 or email [hello@safe-services.org.uk](mailto:hello@safe-services.org.uk) (Monday to Friday, 9am – 5pm)

**National Domestic Abuse Helpline** Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims.

**Refuge:** <https://www.refuge.org.uk/>

**Operation Encompass** helps police and schools work together to provide emotional and practical help for children. Police will inform the 'key adult' within school if they have been called to an incident of domestic abuse, where there are children in the household before registration the next day.

## Appendix 6

### Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

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

3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

#### Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

**More critical risk factors could include:**

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

The Prevent duty ensures schools and colleges have 'due regard' to the need to prevent people from being drawn into terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being vulnerable to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.

[The Prevent Duty can be accessed via this link.](#)

[Summary of The Prevent Duty for Schools and Childcare Providers \(June 2015\)](#)

[The Prevent Duty, for Further Education Institutions](#)

Guidance on Channel <https://www.gov.uk/government/publications/channel-guidance>

Further information can be obtained from the Home Office website.

## Appendix 7 - Resources

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Transgender <http://www.mermaidsuk.org.uk/>

[Schools transgender toolkit](#)

[Intercom trust transgender guidance](#)





## Appendix 9

### FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

