

# OUGHTRINGTON COMMUNITY PRIMARY SCHOOL



## Child Protection and Safeguarding Policy

**Oughtrington Community Primary School**

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This Policy is available on the website, on the office network and in the staff room.



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## **1. Aim**

The whole school and Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and the 2005 Children's Act; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. This duty is enshrined in The Teachers' Standards 2012 which states that teachers have a duty to safeguard children's well-being and maintain public trust in the teaching profession.

The aims of this policy are:

- To support the child'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, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendix A)
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school, 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.

## **2. Supporting Policies/Documents:**

- Sex and Relationship Education Policy
- Health and Safety Policy
- PHSCE schemes of work
- Online Safety Policy
- Whistle Blowing Policy
- Anti – Bullying Policy
- Equality Policy
- Special Educational Needs and Disability Policy
- Managing Allegations Against Adults Guidance

### **3. Introduction**

"Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes." Keeping Children Safe in Education, September 2018.

We recognise that all adults, including after school club providers, Link Club staff, temporary staff, volunteers and Governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We are aware of the need to be vigilant and maintain an attitude of "it could happen here".

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

### **4. Prevention**

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

As a school we recognise that particular groups of children can be more vulnerable than others and therefore we are more alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.

We are well aware that we need to be extra vigilant with potentially vulnerable children. However, all children need to be protected from harm and as a school community we will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying events, asking children to report whether they have been bullied.
- Provide a PHSCE curriculum which will cover safeguarding and self-protection, anti-bullying work, e-safety, safe use of mobile technologies and social networks, road safety, pedestrian and cycle training and high school transition activities.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

We will ensure that all members of the school and Governing Body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection and Safeguarding Policy.

- We follow government guidelines (Working Together to Safeguard Children, September 2016) to ensure arrangements for early help identification and assessment are in place.
- The school operates safer recruitment procedures by ensuring that at least one person on a recruitment panel have undertaken Safer Recruitment Training, this often includes a Governor.
- Staff and Governors are aware of the procedures to follow in the event of any concerns (Appendix 1)
- The school has procedures for dealing with allegations of abuse against staff and volunteers and will seek advice from the Local Authority Designated Officer (LADO).

**LADO Contact number: 01925 442079**

- The school will make a referral to the DBS and Secretary of State if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been dismissed had they not resigned.
- The school will make a referral to the DBS should we cease to use the services of a volunteer as a result of a substantiated allegation.
- A senior leader is appointed as Designated Senior Leader (DSL) with safeguarding responsibility.
- The DSL undertakes regular training - both interagency training and through Warrington Safeguarding Children Board (WSCB).
- All other staff and Governors have annual Safeguarding training updated as appropriate.
- Any weaknesses in Child Protection (policy and procedure) are remedied immediately.
- A member of the Governing Body (usually the Chair, however Oughtrington have a trained governor who is the link. She is also the link for safeguarding generally and SEND). She is nominated to liaise with the LA on Child Protection issues in the event of an allegation of abuse being made against the Head Teacher.
- Child Protection and Safeguarding policy and procedures are reviewed annually and that the Child Protection and Safeguarding Policy is available on the school website and available on request.
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through Personal Health Social and Citizenship Education (PHSCE) and through Sex and Relationship Education (SRE). This may also include commissioning the services of other agencies e.g. NSPCC, to educate children.
- All members of staff and volunteers are provided with Child Protection and Safeguarding Policy and Whistle Blowing Policy at induction. These will also be re-issued to all staff each September.
- All members of staff are trained in and receive regular updates in e-safety / on-line safety and reporting concerns.
- All members of staff are aware of the key types of abuse and how these may be recognised (Appendix 2) – though we recognise that this information may not be completely comprehensive.
- All members of staff, volunteers, and Governors know how to respond to a pupil who discloses abuse through the procedures outlined in this policy and if in doubt will seek advice from Children’s Social Care.

**Social Care Contact Number: 443400**

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school’s Child Protection and Safeguarding Policy on the school website.
- Community users organising activities for children are aware of the school’s Child Protection and Safeguarding guidelines and procedures.

## **5. Procedures**

4.1 Our policy and procedures will be regularly reviewed and up-dated at least annually.

4.2 The name of the designated members of staff for Child Protection will be clearly advertised in the school along with the availability of the Whistle Blowing Policy and a statement about everyone having a responsibility for Child Protection and Safeguarding.

## **6. Responsibilities**

The DSL is responsible for:

- Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as the main point of contact for staff to discuss concerns. All referrals and telephone calls should be logged in the Safeguarding Log following concerns/discussions with either social care, WSCB, MARAC, police or any other agency related to the well-being of the child.
- Keeping written records of concerns about a child in the Safeguarding Log - even if there is no need to make an immediate referral noting dates, times, telephone numbers and the names of those involved in any discussions with a brief outline of the issues discussed.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records in the Head Teacher's office. Any archived materials should be retained in the school archive until the child's 25th birthday, and are copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file mentioned above is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parent.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction and update training annually for all school staff.
- Providing a termly report within the Head Teacher's Report To Governors detailing any changes to the policy and procedures, training undertaken by the DSL and by all staff and Governors. The number and type of incidents/cases, and number of children on the child protection register (anonymised) are reported to the Safeguarding Committee.

## **7. Supporting children**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

## **8. Confidentiality**

8.1 We recognise that all matters relating to child protection are confidential.

8.2 The Head Teacher/DSL will disclose any information about a child to other members of staff on a need to know basis only.

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

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

8.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with social care and/or WSCB on this point.

## **9.0 Supporting Staff**

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

9.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

9.3 The Senior Leadership Team will have at least half termly supervision sessions to discuss current issues and concerns. These will take place when updating the safeguarding and vulnerable registers.

## **10.0 Allegations against staff**

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

10.2 All Staff should be aware of the school's Behaviour Policy and Anti- Bullying Policy.

10.3 We understand that a pupil may make an allegation against a member of staff.

10.4 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head Teacher.

10.5 The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow school policy.

10.6 If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors / Nominated Governor who will consult as in 10.5 above, without notifying the Head Teacher first.

10.7 The school will follow the Local Authority guidance adopted by the Governing Body for managing allegations against adults. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally following consultation with the LADO.

10.8 Suspension of the member of staff, excluding the Head Teacher, against whom an allegation has been made, needs careful consideration; the Head Teacher will seek the advice of the LADO and Human Resources in making this decision.

10.9 In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Chair of Governors with advice as in 10.8 above.

10.10 The same procedure as applies to school staff will apply in managing an allegation against a community user or external consultant.

## **11. Whistle-blowing**

11.1 All staff are made 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. Should they feel these concerns are not being taken seriously within school, after they have invoked the Whistle Blowing Policy, they should speak to LADO (**Contact number: 01925 442079**)

11.2 Whistle-blowing re the Head Teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

## **12. Physical Intervention**

12.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

12.2 Such events should be recorded and signed by a witness.

12.3 Staff who work regularly with a child where there is a likely to need to use physical intervention will be appropriately trained.

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

12.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given guidance within the Code of Conduct to ensure they are clear about their professional boundary.

## **13. Anti-Bullying**

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record



of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. Our Anti-Bullying Policy clearly sets out the steps to be taken and recorded.

#### **14. Equality**

Our Equality Policy is set out separately. We acknowledge that the failure to deal with issues related to race, religion, gender, sexuality or disability may lead to consideration under child protection procedures. We keep a record of such incidents.

#### **15. Health & Safety**

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

#### **16. Monitoring and Evaluation**

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents and reports to the Governing Body through the Head Teacher's Report to Governors
- Review of parental concerns and parent questionnaires

### **APPENDIX 1**

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# CHILD PROTECTION and WELFARE CONCERN FLOWCHART



If you have concerns about a pupil's welfare  
**or**  
if you suspect a pupil may be suffering abuse or neglect  
**or**  
if you have received a disclosure of abuse from a pupil  
**or**  
if you have heard about an allegation of abuse



Record your concerns on a  
LILAC SAFEGUARDING TEAM  
CONTRACT LOG

Hand the completed form to DSL or a member of the SAFEGUARDING TEAM on the same day.

**APPENDIX 2**

**ALL STAFF**

Please be aware and take note of any children who express views/actions that could be interpreted as pro-extremist  
(Professional judgements need to be made as to whether the views /actions are bravado/showing off or of a more serious nature)  
If there is a serious suspicion then please report this immediately to DSL



**POSITIVE RESPONSE**  
No Further action required (apart from recording)

**DSL**  
Child spoken to by DSL  
Response accurately recorded and discussed with Head teacher.



**NEGATIVE RESPONSE**  
DSL contacts parent/Carer to arrange a meeting in school.  
Response accurately recorded and discussed with Head Teacher.  
Advice and guidance taken from Steven Panter –Education Safeguarding.

**POSITIVE RESPONSE**  
No Further action required (apart from recording)



**NEGATIVE RESPONSE**  
DSL contacts Steven Panter, Education Safeguarding Officer, Warrington Safeguarding Team  
DSL contacts Prevent Officer (Lesley Price) at Cheshire Police and makes a referral. The Prevent Co-ordinator will look to work with the student and the family.



**DSL**  
Keep a record of all referred students

**Appendix 3**

## CHILD PROTECTION AWARENESS DOCUMENT

### Child Protection: Summary

- Teachers and others in regular contact with children and young people are in a position to get to know those individuals well, to develop trusting relationships, observe changes in behaviour and may be chosen by the young person to share confidence and concerns. Regrettably, there are occasions where child abuse is alleged or suspected. All such situations must be taken seriously.
- It is the policy of Oughtrington Community Primary School to safeguard the welfare of children and all others involved in the school's activities by protecting them from physical, sexual and emotional harm.
- It is the responsibility of each adult to ensure that his/her behaviour is appropriate at all times. Our Code of Conduct is included in this document to give positive guidance for all adults. It is essential that all adults follow this whether they work with children, young people or adults. Details of the steps to take if abuse is alleged or suspected are also included in this document. It is important to remember that school staff are not investigating officers.
- If there is an allegation or suspicion of abuse then this must be reported immediately to the Designated Senior Leader for child protection, whose responsibility it is to refer to social services/police (who are the investigative agencies). At all times the welfare of the young person is paramount. Swift reporting will enable the investigative agency to give advice and take appropriate action.
- These procedures exist, not to discourage adults from being involved in the life of this school/service, but to ensure, as far as possible, that people who may abuse children do not get the opportunity to do so.

### **Complying with Oughtrington Community Primary School's Child Protection and Safeguarding Policy:**

- All adults coming into contact with children and young people in Oughtrington Community Primary School must comply with the Child Protection and Safeguarding Policy and Code of Conduct.
- **You are required to read this document. The form must be read, before you take any duties in this establishment. You will also be required to sign to show that you have read and understood the policy.**
- **In all matters of child protection, the welfare and safety of the child is the paramount consideration.**

### **Procedure**

#### **If you suspect that a child/young person is being abused:**

- Immediately tell the Head Teacher who is the **Designated Senior Leader (DSL) for child protection**. If the Head Teacher is not available then the Deputy Designated Senior Leader (DDSL). In the absence of all three of the above inform the most senior person available, for example a Team Leader.

- Record the known facts on a lilac form (available in the staff room) and give them to the above person.

**If a child or young person tells you he/she is being abused:**

1. Allow him/her to speak without interruption, accepting what is said. Be cautious not to ask leading questions or use vocabulary which the child has not used – this could compromise any future legal action.
2. Do not appear shocked or judgemental.
3. Advise him/her that you will offer support, but that you **MUST** pass information on to the Designated Senior Leader for child protection
4. Immediately tell the Designated Senior Leader for child protection, the Head Teacher. If the Head Teacher is not available then the Deputy Designated Senior Leader (DDSL). In the absence of all three of the above inform the most senior person available, for example a Team Leader.
5. Record the facts as you know them, including the account given to you by the young person and give a copy to the Designated Senior Leader for child protection

**If you receive an allegation about any adult or about yourself:**

1. Immediately tell the Head Teacher who is the **Designated Senior Leader (DSL) for child protection**. If the Head Teacher is not available then the Deputy Designated Senior Leader (DDSL). If the Head Teacher is implicated then speak with the nominated governor.
2. Record the facts as you know them and give a copy to the Head Teacher, Deputy Head or nominated governor.

**You must refer. You must NOT investigate.**

**Local Authority Designated Officer (LADO): 01925 442 079**

**Appendix 4**

**Code of Conduct**

- It is expected that staff will maintain a professional relationship with children at all times and conduct themselves in a proper and acceptable way in their dealings with children.
- Staff will instruct children as to what is acceptable behaviour within school. This includes what to do if they see or hear anything that they feel they shouldn't, what language is acceptable, what games they should / should not be playing on line, what items children are allowed to bring in to school to show e.g. bringing in expensive items or sharp items is not acceptable. And what they should do about any of the above.
- Staff must exercise judgment in deciding upon the difference between open, honest, friendly and caring involvement with children based upon trust and good humour as against over-familiarity which might lead to a breakdown of what is universally accepted as correct staff / child relationships.
- At times an adult may need to make physical contact with a child in dealing with first aid matters or when comforting a child who is in distress. The school accepts this as normal practice; however, staff must not place themselves in a position where accusations of improper conduct could be made.

- Staff need to exercise extreme caution in placing themselves in any situation with children where accusation of improper conduct could be made.
- Staff must not use their mobile phones when in direct contact with children in school. They must use their class IPad to capture pictures or video.
- Staff must not discuss any other children / disclose any children's names with any other parents, whether in a safeguarding context, child protection matter or any other issue.
- Any safeguarding or child protection issue will only be investigated and reported on by a Senior Leader.

**And remember:**

**Do not** rely on your good name to protect you. It may not be enough.

**Do not** believe it could not happen to you. It could.

**Appendix 5**

**Recognising signs of child abuse.** *It must be remembered that perpetrators of abuse can be male, female or other children.*

**Categories of Abuse:**

- Physical Abuse
- Emotional Abuse (including Domestic Abuse, cyberbullying, bullying)
- Sexual Abuse including child sexual exploitation
- Neglect
- Enforced marriage
- Female genital mutilation
- Radicalisation – seek LA and police support through CHANNEL

**Signs of Abuse in Children:**

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

**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.**

A child living in a house where there is an abusive relationship between parents or towards children may:

- Appear frightened of the parent/s

- Act in a way that is inappropriate to her/his age and development

The parent or carer may:

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

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

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area

- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

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

### **Recognising 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

### **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. Some children may not be aware that they are experiencing sexual abuse and may see the actions of the adult as "normal". This may



involve forcing or enticing a child to take part and it may or may not involve penetration. It can include involvement in looking at, or the production of sexual images. 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, persistent urine infection, presence of semen on vagina, anus, external genitalia or clothing detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party – contact the LADO and police.

## **Appendix 6**

### **Pupils Absent from School**

Good attendance is expected of all our pupils but when pupils are unwell, parents are expected to confirm absence by telephone immediately.

If no notification is received by 10am, school has a policy of phoning home to ascertain each pupil's whereabouts.

If a member of staff has concerns relating to a child's absence (including children from vulnerable groups) they should notify the DSL and complete a Cause for Concern form.

### **Children Missing Education (CME)**

Children missing education (CME) are legally described as 'Children and young people who are not receiving education and whose whereabouts are unknown, may be particularly at risk of physical, emotional and psychological harm'. (Ofsted, 2010). Children who are missing education are not on any school roll. Children who are missing education are placed on a separate CME register but are tracked on the Pupil Out Of School Monitoring (POOSM) list by multiple agencies.

### **Examples of a CME child**

A child can be classed as missing education for the following reasons:

The child is a school refuser - the child's parents decided to remove the child from school and have not applied to put them on the roll of another

The child has moved into Warrington from another authority and they are not on a school roll

The child is a traveller child living in the Warrington area but is not on the roll of a local school

### **Why do children go missing from education?**

- Some children are missing from education simply because they do not start school –their parents do not enrol them.

- Other children stop going to school, or don't make the move from primary to secondary
- Some families never enrol their children when they move to the country from elsewhere.

When dealing with a case of CME Oughtlington Community Primary School will follow the procedures outlined in the Warrington Borough Council Children Missing From Education Policy (2014)

Full policy can be viewed on the link below:

[http://www.warrington.gov.uk/info/200322/education\\_safeguarding\\_information\\_for\\_schools/1206/education\\_safeguarding - information for schools/2](http://www.warrington.gov.uk/info/200322/education_safeguarding_information_for_schools/1206/education_safeguarding_-_information_for_schools/2)

### **Children Missing From School**

If a child goes missing during the school day, including during an off-site activity, the procedures outlined in the Missing Child Policy should be followed.

## **Appendix 7**

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

#### **A definition of female genital mutilation**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. **Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.**

#### **Specific factors that may heighten a girl's or woman's risk of being affected by FGM**

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or
- Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

#### **Indications that FGM may be about to take place soon**

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk. It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays,

particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent: It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

- The key issues
- Risk factors
- High risk absences
- Symptoms
- Long term health problems

### **How staff can make a difference**

Girls who are threatened with, or have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a pupil because she appears anxious, depressed and/or emotionally withdrawn. They may be prevented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a pupil comes to school but then absents herself from lessons, possibly spending prolonged periods in the toilets.

At Oughtrington Community Primary School we aim to create an environment where pupils feel comfortable and safe to discuss the problems they are facing. Pupils know they will be listened to and their concerns taken seriously. We will:

- discuss issues around FGM
- inform pupils where to find relevant information e.g. NSPCC's Helpline; Childline services; Careline; National Domestic Violence Helpline
- raise awareness of FGM among staff
- ensure the DSL is aware of the main issues around FGM
- refer pupils on to relevant agencies where appropriate

### **What to do when you are concerned that a pupil may be at risk of, or has undergone, FGM**

Girls are most at risk from FGM during the long summer holiday, so staff should pay particular attention in the summer term and when girls return to school after the summer break. Staff should ensure that if they have any concerns around a girl's potential subjection to FGM they should immediately inform the DSL or another member of the safeguarding team. If the DSL suspects that the girl is at risk of FGM or has undergone FGM, or she has expressed fears of reprisals or violence, both the police and social care should be informed.

Staff should:

- talk about FGM in a professional and sensitive manner;
- explain that FGM is illegal in the UK and that they will be protected by the law;
- recognise that FGM is child abuse and therefore a child's welfare is paramount. Informing the police and social care may well go against the wishes of the child but **MUST** happen;
- ensure that the girl is informed of the long term health consequences of FGM and encourage her to seek medical attention;
- ensure that safeguarding and protection is considered for any other family members.

Staff should not:

- treat any revelations merely as a domestic issue;

- ignore what the girl has told them or ignore the need for immediate protection via a referral to the police and social care;
- approach the girl's family either directly or by letter, phone, text or email.
- attempt to try an investigate the allegations

### **What to do if a pupil stops attending school**

If a school suspects that a pupil has been removed from, or prevented from, attending school **as a result of FGM**, a referral should be made to social care and the police.

## **Appendix 8**

### **Guidance for tackling Forced Marriages**

Schools are well placed to raise concerns and take action to prevent young people from being forced into marriage whilst on extended visits to their parents' home country or that of extended family. While the majority of extended holidays or visits to family overseas are for valid reasons, this guidance aims to raise awareness amongst education professionals of children at risk of forced marriage.

#### **What is forced marriage?**

A forced marriage is a marriage in which one or both spouses do not or, (in the case of some adults with learning or physical disabilities, cannot) consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.

This is not the same as an arranged marriage. In arranged marriages, 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.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

#### **Who is at risk?**

Research indicates that hundreds of people in the UK (particularly girls and young women) and some as young as 7 years old are forced into marriage each year. Where the age was known, 15% of cases involved victims below 16 years, 25% involved victims aged 16-17, 33% involved victims aged 18-21, 15% involved victims aged 22-25, 7% involved victims aged 26-30, 3% involved victims aged 31+. 82% of cases involved female victims and 18% involved male victims.

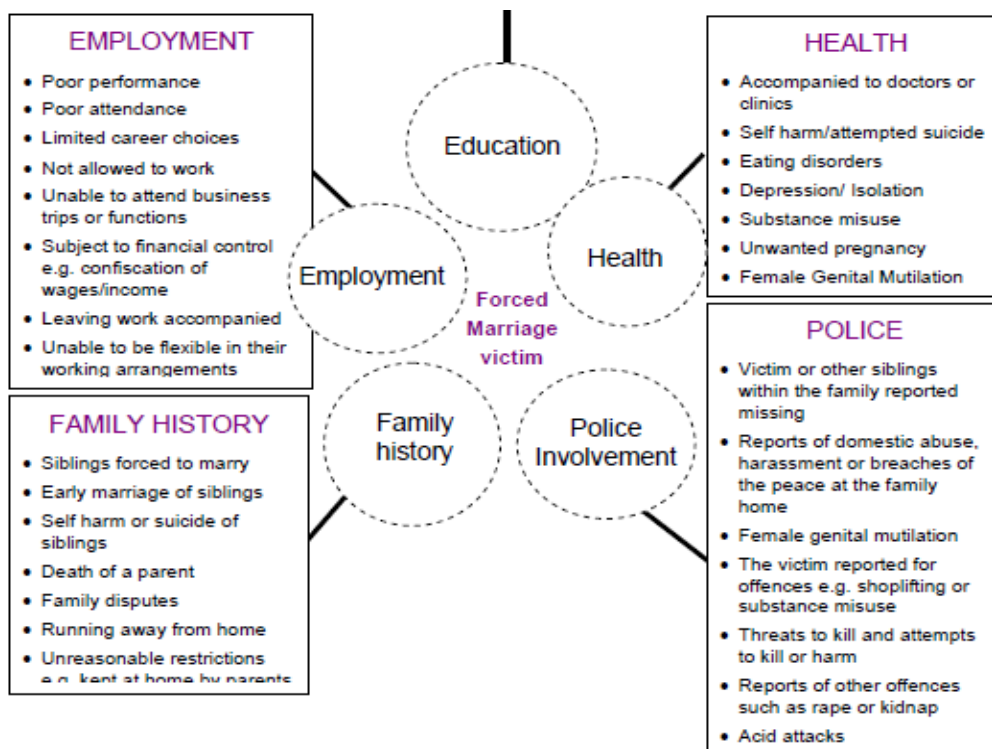
#### **The key motives for forcing a child into marriage have been identified as:**

- Controlling unwanted behaviour and sexuality (including perceived promiscuity such as kissing or hand-holding, or being gay, lesbian, bisexual or transgender);
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in a 'westernized manner'
- Preventing 'unsuitable' relationships, e.g. outside the ethnic, cultural religious or caste group
- Protecting 'family honour' or 'izzat'
- Rejecting a proposal of marriage
- Responding to peer group or family pressure
- Attempting to strengthen family links
- Achieving financial gain

- Ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideas
- Protecting perceived religious ideals that are misguided
- Ensuring care for a child or vulnerable adult with special needs when parents or existing carers are unable to fulfil that role
- Assisting claims for residence and citizenship
- Long-standing family commitments

### CHART OF POTENTIAL WARNING SIGNS OR INDICATORS

EDUCATION			
<ul style="list-style-type: none"> <li>• Absence and persistent absence.</li> <li>• Request for extended leave of absence and failure to return from visits to country of origin.</li> <li>• Fear about forthcoming school holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Surveillance by siblings or cousins at school.</li> <li>• Decline in behaviour, engagement, performance or punctuality.</li> <li>• Poor exam results.</li> </ul>	<ul style="list-style-type: none"> <li>• Being withdrawn from school by those with parental responsibility.</li> <li>• Removal from a day centre of a person with a physical or learning disability</li> </ul>	<ul style="list-style-type: none"> <li>• Not allowed to attend extra-curricular activities</li> <li>• Sudden announcement of engagement to a stranger</li> <li>• Prevented from going on to further/higher education</li> </ul>



### What can Schools & College do to tackle Forced Marriage?

- Signposting where appropriate to further support and advice regarding forced marriage.
- Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage.
- Educating teachers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD).

- Encouraging young people to access appropriate advice, information and support.

### **Managing Requests for Holidays/Extended Absence**

When managing requests for absence, it is useful for school clusters to share a common absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that schools liaise with each other when considering requests for leave of absence during term-time.

Where head teachers require a meeting with parents to discuss applications for extended leave of absence during term time, this can provide an opportunity to gather important information.

When parents/carers make requests for extended holiday leave, consider whether the parents/carers are volunteering information on the following:

- The precise location of where the pupil is going;
- The purpose of the visit;
- The child/children know and corroborate the purpose of the visit;
- The return date and whether it is estimated or fixed.

Parents/carers may not always be able to provide a definite return date due to return flights being booked as last minute availability occurs. The circumstances triggering a trip may also necessitate a flexible return date.

You should also consider other historical factors such as:

- persistent unexplained absence from school;
- child not allowed to attend extra-curricular activities;
- close supervision of child by family/carers;
- maltreatment of siblings.

### **If a return date has been specified and a child has not returned to school, school must contact their Attendance Improvement Officer.**

In no circumstances should a school remove the student from the roll without first making enquiries about the child's disappearance and referring the case to the police and Children's Services as appropriate.

### **What to do if you suspect a student is being forced into marriage:**

A child at risk of forced marriage or FGM may also be at risk of other forms of honour based abuse. Extreme caution should be taken in sharing information with any family members or those with influence within the community as this may alert them to your concerns and may place the student in danger.

### **The "one chance" rule:**

Practitioners may only have **one chance** to speak to a potential victim of forced marriage and thus they may only have one chance to save a life. If a victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

### **What you should do:**

- ✓ Take the issue seriously and recognise the potential risk of harm to the victim.
- ✓ See them on their own in a private place where the conversation cannot be overheard.
- ✓ Gather as much information as possible about the victim – it may be the only opportunity.

- ✓ Remind of their rights i.e. that they have the right to enter into marriage with their full and free consent and the right to make decisions about their lives.
- ✓ **Follow our child protection procedures and talk to the Senior Designated Professional without delay in order to get support from other agencies.**
- ✓ **The SDP should contact the Intervention and Assessment Team or Multi Agency Safeguarding Hub (MASH) Team and/or Education and Safeguarding Team**

**Do not:**

- X Send the victim away and dismiss the allegation of forced marriage as a domestic issue.
- X Inform the victim's family, friends or members of the community that the victim has sought help.
- X Attempt to be a mediator.
- X Involve an elder from the family, member of the community or member of professional organisation.

**In cases of forced marriage, it is important that agencies do not actively initiate, encourage or facilitate family counselling, mediation, arbitration or reconciliation – whether offered by community councils, religious or professional groups. There have been cases of women being murdered by their families during mediation. Mediation can also place someone at risk of further emotional and physical abuse.**

If the parents are vague about plans for overseas trips or there are other concerns amongst staff, expert advice is available from:

**The Forced Marriage Unit [FMU]  020 7008 0151**

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

This service provides advice and guidance for British nationals being forced into marriage overseas. The Unit also provides expert advice to professionals, especially those confronted by it for the first time.

**If a situation is urgent you should call 999**

**Further Guidance and references:**

Please visit <https://www.gov.uk/forced-marriage> for further information practice guidelines and resources for professionals protecting, advising and supporting victims.

**[Multi-Agency Statutory Guidance for dealing with forced marriage 2014:](#)**

Guidance is for all persons and bodies who exercise public function in relation to safeguarding and promoting the welfare of children and vulnerable adults.

**[Multi-Agency practice guidelines: Handling cases of forced marriage 2014:](#)** Step-by-step advice for frontline workers. This is essential reading for health professionals, educational staff, police, children's social care, adult social services and local authority housing.

**[E- Learning for professionals:](#)** The Forced Marriage Unit has designed an e-learning training package to support professionals, including education, social and health care

professionals, police officers, housing officers, the voluntary sector and others dealing with forced marriage in the course of their work.

Using real life case studies, the training gives professionals a basic understanding of the main issues surrounding forced marriage, how cases can present and how to respond appropriately. This tool complements the multi-agency practice guidelines for professionals and should be read alongside the training. You can access the tool on the [Forced marriage eLearning website](#)

[But It's Not Fair](#) by Aneeta Prem is a fictional account of different perspectives on forced marriages that's useful reading for school children and teachers. The publication is free and can be ordered from the FMU or downloaded.

Promoted by the FMU, the organisation <http://www.freedomcharity.org.uk/> has produced a very clever app that offers help, assistance and instruction to children, friends of children, professionals with an interest and any other parties.

[Forced Marriage: A Survivors Handbook](#) – guidance and advice for victims or potential victims of forced marriage.

[Marriage: it's your choice:](#) these are business-card sized and contain contact details for the FMU. They can be given to any potential victim. They are small enough to be placed in wallets/purses.

All schools can prominently display posters/ leaflets with guidance and contact information for those who are worried about forced marriage and FGM. A variety of resources can be accessed from [Foreign & Commonwealth Office](#) and [Home Office](#) pages: <https://www.gov.uk/forced-marriage>

## **Appendix 9**

### **The Identification of children at risk of sexual exploitation**

A recent inquiry undertaken by the Office of the Children's Commissioner reported that at least 16,500 children were identified as being at risk of children sexual exploitation during one year. The same research also estimates that the actual numbers of children at risk of and suffering child sexual exploitation are much higher because professionals in the study did not always recognise and respond appropriately to the issue. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation. This guidance aims to raise the awareness of child sexual exploitation in order to support education professionals to identify



and respond appropriately to pupils at risk.

### **What is Child Sexual Exploitation?**

The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

*'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive*

*'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.*

*Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.'* (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity.

### **Who is at risk?**

Child sexual exploitation can happen to any young person from any background. Although the research suggests that females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

## **WARNING SIGNS AND VULNERABILITIES CHECKLIST**

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)

- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

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

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. If you identify a child who you consider to be suffering from or at high risk of CSE, it is important that the Senior Designated Professional (SDP) in school is informed so that they can contact Children's Services.

### **Consent?**

The report from the Office of the Children's Commissioner also highlights confusion about issues of consent to sexual activity amongst professionals *and* victims of CSE. Professionals frequently described victims of sexual exploitation as being 'promiscuous', 'liking the glamour', engaging in 'risky behaviour' and generally presenting with challenging behaviour.

In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;

- non consensual sex is rape whatever the age of the victim; and
- if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

## **What can schools do to tackle Child Sexual Exploitation?**

### **1. Training and Awareness**

The SDP should ensure that all staff and volunteers who work with children and young people are made aware of Child Sexual Exploitation and the indicators of concern in order to identify and respond to concerns at an early stage.

### **2. Promotion of healthy relationships through the curriculum**

Educational institutions play an important role in helping children and young people gain an understanding of acceptable and unacceptable relationships and sexual behaviour and to gain a sense of self-worth and respect for others. The PSHE curriculum, including Sex and Relationship Education (SRE), provides a vehicle for this important learning which can help prevent children and young people becoming involved in sexual exploitation.

By enabling children and young people to explore what makes a safe and healthy relationship, schools can help to develop the awareness and skills to recognise and manage potential risks of harm, stay safe and seek help if they need it. It is important that this message is repeated throughout a child's time at school to support prevention through the promotion of safe practices. Both primary and secondary schools have a vital role to play in this preventive education and awareness raising.

### **3. Identification**

Schools may wish to map pupils against the CSE vulnerabilities checklist provided in this document and target interventions appropriately with regular review.

In addition, schools should be vigilant to the link between children going missing and the risk of CSE. The SDP should ensure that attendance staff and those monitoring truancy during the school day are fully briefed on CSE and monitor/log unexplained absences and those pupils leaving during the school day with the potential for CSE in mind.

Many schools ensure a staff presence at entrances/exits to the school at the beginning and end of the school day. These staff should be mindful of who is dropping-off and collecting pupils; gather details, including vehicle details, if there are any concerns.

### **4. Referral**

#### **What to do if you are concerned about a child:**

**If you have concerns that a child is at risk of or suffering Child Sexual Exploitation you should contact Children's Services without delay on**

**443404.**

**In all referrals and consultations with other agencies, it is important that you are clear that you believe the child is at risk of or is a victim of sexual exploitation.**

## 1. Useful Contact Numbers and Websites:

In an emergency call the police – **999**

Keeping Children Safe in Education 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

(This document provides very useful links to the latest government guidance on a range of safeguarding matters)

What to do if you are worried a child is being abused

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Working Together to Safeguard Children 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

**Women's Aid and Refuge** run the 24hr National Domestic Violence Helpline – **0808 2000 247**

They also provide guidance and support to those experiencing domestic abuse. Further information about the services they offer can be found at [www.womensaid.org.uk](http://www.womensaid.org.uk)

**Broken Rainbow UK** Broken Rainbow is the first and only UK organisation dedicated to confronting and eliminating domestic violence and abuse within and against the LGBT communities. Further information about their services can be found at [www.brokenrainbow.org.uk](http://www.brokenrainbow.org.uk) and they can be contacted on **0845 2 60 55 60**

**Missing People** is a national charity that provides advice and support to missing people and their families. Further information about their services can be found at [www.missingpeople.org.uk](http://www.missingpeople.org.uk) and they can be contacted on **116 000**

**The Samaritans** – [www.samaritans.org](http://www.samaritans.org) - **08457 90 90 90**

**The National Stalking Helpline** provides guidance and information to anyone who is currently or has previously been affected by harassment or stalking further information about the services they offer can be found at [www.stalkinghelpline.org](http://www.stalkinghelpline.org) and they can be contacted on **0808 802 0300**

**FRANK** provide confidential drugs advice – further information can be found at [www.talktofrank.com](http://www.talktofrank.com) or they can be contacted on **0300 123 6600**

### **DVD/Films**

**'My Dangerous Loverboy'** [www.mydangerousloverboy.com](http://www.mydangerousloverboy.com)

Website which includes short DVD films, e.g. animation called 'Me, Jenny and Kate', the trailer for the film of 'MDL' and details of resources and projects, e.g. 'Love and Lies' education pack.

**'Sick Party'** [www.genesisleeds.org.uk/sick-party-dvd-clip](http://www.genesisleeds.org.uk/sick-party-dvd-clip)

'Sick Party' DVD is produced by Eddy Marshall, Genesis 2013 Basis – Increasing Safety Reducing Risk. Tel: 0113 243 0036

**'THINK AGAIN'** [www.mesmac.co.uk/blast-resources](http://www.mesmac.co.uk/blast-resources)

Resource pack with DVD to work with boys/young men – Blast Project

**'East Enders Plot – Tiffany'** [www.cse.siyonatech.com/](http://www.cse.siyonatech.com/)

The sexual exploitation of young people – can you recognise the signs (Child Line and Association of Police Officers) –

Eastenders plot 20 minute clip

**'THISTLE'** [www.blaenau-gwent-lscb.org.uk/thistle.html](http://www.blaenau-gwent-lscb.org.uk/thistle.html)

A short awareness film – 7 minutes – on CSE, made by young people for young people with Gwent Police

**Organisations**

**National Working Group** <http://www.nwgnetwork.org/>

You can sign up to this organisation to receive newsletters and access resources

**Barnardo's - Tackling Child Sexual Exploitation**

**CEOP** (Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify online and offline threats to children and young people. More information about their work can be found at [www.ceop.police.uk](http://www.ceop.police.uk)

**BLAST!** Project for boys and young men [www.mesmac.co.uk](http://www.mesmac.co.uk)

This website provides support and guidance for boys and young men experiencing sexual exploitation. Their website contains information and resources for young people and professionals around CSE.

**Governmental Reports**

Department for Education (2011) *Tackling Child Sexual Exploitation: Action Plan (2011) and Progress Report (July 2012)* <https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan>

Department for Children, Schools and Families (2009) *Safeguarding Children and Young People from Sexual Exploitation: Supplementary Guidance to Working Together to Safeguard Children* <https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Department for Education (2012) *What to do if you suspect a child is being sexually exploited: A step-by-step guide for frontline practitioners* <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Department for Education (2014) *Health Working Group Report on Child Sexual Exploitation* <https://www.gov.uk/government/publications/health-working-group-report-on-child-sexual-exploitation>

**Reports on CSE**

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Barnardo's (2011) *Puppet on a string: the urgent need to cut children free from sexual exploitation* [http://www.barnardos.org.uk/ctf\\_puppetonastring\\_report\\_final.pdf](http://www.barnardos.org.uk/ctf_puppetonastring_report_final.pdf)

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[www.trixonline.co.uk/website/index.htm](http://www.trixonline.co.uk/website/index.htm) - brief reports on CSE/Grooming and Gangs (2013-14)

### **Domestic Violence**

Safety plan for teenagers experiencing relationship abuse: support for professionals  
[www.nspcc.org.uk/Inform/resourcesforprofessionals/abuserelationships/safety-plan-guidance\\_wdf99874.pdf](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/abuserelationships/safety-plan-guidance_wdf99874.pdf)

### **Further information and local resources**

[www.paceuk.info/](http://www.paceuk.info/) - **Parents Against Child Sexual Exploitation** - comprehensive website containing information and advice about Child Sexual Exploitation. The site is aimed specifically at parents but also contains some information for professionals.

**Sexually Harmful Behaviour** – NSPCC research briefing

**Child's Play? Preventing Abuse Amongst Children and Young People** (Stop it Now Publication)

## **Appendix 10**

### **Private Fostering Guidance for Schools and other Education Settings**

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting

cases of private fostering and safeguarding children at risk.

### **What is a private fostering arrangement?**

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

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer.

Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

### **Who may be privately fostered?**

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover.

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison;
- Children sent to this country, for education or health care, by parents who live overseas;
- A child living with a friend's family because they don't get on with their own family;
- Children living with a friend's family because of their parents' study or work;
- Children staying with another family because their parents have separated or divorced;
- Teenagers living with the family of a boyfriend or girlfriend;
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families;
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians';
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers.

**Children who are trafficked** into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see [www.ecpat.org.uk](http://www.ecpat.org.uk) for further information). Where trafficking is suspected, a safeguarding referral should be made to Warrington Children's Services.

### **What to do if you are aware of a private fostering arrangement:**

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Services are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Services if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

### **Signs to watch out for**

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

### **What schools can do:**

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur;
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Professional for safeguarding (SDP);
- The SDP or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement.

If you believe that a private fostering arrangement has not been reported to Children's Services you should contact them directly:

Social Care: 01925 443404

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures.

### **What happens after the Local Authority is notified?**

When the Local Authority receives notification about a private fostering arrangement, Social Care will arrange for a colleague to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person. This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required. Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.



### **Further Guidance & Resources:**

- <http://privatefostering.org.uk/>
- [‘Child Trafficking and Private Fostering’, ECPAT UK](#)

## **Appendix 11**

### **Preventing Radicalisation and Extremism in School**

#### **WHAT IS ‘EXTREMISM’?**

Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.

"In assessing the drivers of and pathways to radicalisation, the line between extremism and terrorism is often blurred. Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others)". [*Prevent Strategy 5.34*]

"Terrorist groups can take up and exploit ideas which have been developed and sometimes popularised by extremist organisations which operate legally in this country. This has significant implications for the scope of our Prevent strategy. Evidence also suggests that some (but by no means all) of those who have been radicalised in the UK had previously participated in extremist organisations" (*Prevent Strategy - opening summary to chapter 5*)

#### **WHY IS IT IMPORTANT FOR SCHOOLS TO DISCUSS EXTREMISM?**

Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal. "We believe that schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way.

According to a survey by the UK Youth Parliament in August 2008, 94% of young people said they thought schools were the best environment in which to discuss terrorism. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda" (*Prevent Strategy*).

We also need to recognise that, young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. "Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism" (*Prevent Strategy*)

Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable as part of their safeguarding responsibilities.

Extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. There is a need to empower learners to come together, with their families and the wider community, to expose extremism to critical scrutiny and reject violence and intolerance in whatever forms they take and whether it be from animal rights activists, ecological protesters, Al Qaida-influenced groups, Irish republican terrorists, racist and fascist organisations or far-right extremist groups.

Publicly funded schools remain under a duty to promote community cohesion. Schools can give learners the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision- making about important and real issues.

So the tasks facing schools and colleges are to:

- raise awareness;
- provide information;
- enable learners to make a positive contribution; and
- safeguard young people.

Values and leadership strategies underpin the ethos of the school to plays a positive role model in preventing extremism. These should be developed, understood and shared by leaders at all levels in the school; governors, the senior leadership team and all staff and then made explicit to pupils, parents and the community served by the school.

Possible school actions:

- Creating explicit value statements that are inclusive of all students
- Reviewing curriculum and pupil participation and safeguarding processes

- Developing critical personal thinking skills and using curriculum opportunities including small group work
- Implementing social and emotional aspects of learning
- Exploring and promoting diversity and shared values between and within communities
- Challenging Islamophobia, anti-Semitism and other prejudices
- Supporting those at risk of being isolated
- Building ties with all local communities, seeking opportunities for linking with other schools
- Using 'Safe to learn' anti-bullying strategies to minimise hate and prejudice based bullying
- Using restorative approaches to repair harm caused

### **Leadership & management**

Ofsted Inspectors assess the leadership and management of the school as part of their inspection. Possible school actions to demonstrate good leadership and management:

- Working with Safer School Partnerships police officers and Local Authority 'Prevent' staff to deliver training to staff, parents and governors.
- Facilitating a session of Act Now or Internet Safety with local police, and inviting teachers, parents and governors.
- Promoting equal opportunity and tackling discrimination to challenge the ideology that underpins extremist belief.
- Using the Manchester Metropolitan University lesson plans and teaching resources which help pupils to learn to understand others, to value diversity and promote shared values.

Effective school leadership and management could include:

- focusing on the leadership, values and ethos of the school;
- focusing on learning, teaching and the curriculum;
- focusing on learner support processes;
- focusing on the management of risks and responding to events;
- focusing on the relationship between the school and its community; and
- focusing on the evaluation of the progress being made.  
<http://www.ofsted.gov.uk/resources/framework-for-school-inspection-january-2012/>

### **Learning, teaching and the curriculum**

In approaching the issues outlined above through an entry point of learning, teaching and the curriculum therefore requires some thought to be given to teacher style. A curriculum and pedagogy for learners to support them in achieving the goals outlined above could include:

- promoting knowledge, skills and understanding to build the resilience of learners;
- exploring controversial issues;
- recognising local needs;
- challenging extremist narratives;
- promoting universal rights;
- promoting critical analysis; and
- promoting pro-social values.

Many schools already do a number of things to contribute to these goals such as helping learners develop knowledge of religion, history, geography, citizenship, being critically aware of the role of different media and knowledge of current affairs. Schools can also help learners develop the skills to critically evaluate controversial issues. They provide safe places for learners and they provide opportunities for learners to meet people from backgrounds other than their own.

## **Teaching controversial issues**

Effectively tackling controversial issues can help learners challenge the perceptions and misconceptions of their own and others'. To do this classroom practices can include:

- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue; and
- affirming multiple identities.

**The police non-emergency number 101 Crimestoppers 0800 555 111**

**Anti-Terrorism Hotline 0800 789 321**

## **Appendix 12**

### **Guidance on Peer Abuse**

#### Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

The Sexually Harmful Behaviour Team in the Youth Offending Service can offer information and guidance to help practitioners distinguish between age appropriate and abusive sexual behaviour.

### **Risks**

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of Suffering, Significant Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

### **Protection and Action to be taken**

It is not enough to respond to incidents as they arise: all agencies that work with children should strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. Agencies should have a policy on bullying, and on sexual and racial harassment. They should also consider the effect of adult behaviour on children who may view them as role models.

Any professional who feels that a young person has abused another child or young person should notify children's social care without delay. They will arrange a Strategy Discussion which will include the referring agency, the police and the Youth Offending Service.

In order to give priority to them, issues relating to the safety of victims and potential victims must be discussed first and completely separately from any issues relating to the needs of the alleged perpetrator. This will usually require separate meetings.

### **The strategy discussion will consider:**

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- Whether the alleged perpetrator seems to pose a continuing risk to any child;
- How to protect any child who appears to be at immediate risk of significant harm;
- Whether Section 47 Enquiries should be initiated (or continued if they have already begun) and how they should be handled; and
- What action should be taken in respect of the alleged perpetrator, for example arranging a risk management meeting.

It is important to co-ordinate action to address these issues: no agency should initiate action that has implications for another agency without appropriate consultation unless this is unavoidable in order to protect the safety of a child.

### **The victim**

The strategy discussion will consider what action is necessary to ensure the immediate safety of the identified victim(s) and what further enquiries are necessary to assess any further risk. A child protection conference must be arranged unless the child does not appear to be at continuing risk of significant harm.

Where a young person has abused a sibling, planning must include consideration of the support needs of the parents. If victim and perpetrator are members of the same family/household, before making any arrangement to return the perpetrator to the family/household it is critical to ensure that the victim's views have been heard and that s/he feels safe.

A child protection conference may conclude that the victim is not in need of a child protection plan, but may be a child in need of support to address her/his needs arising from the abuse - for

example referral to The Rape and Sexual Abuse Support Centre (RASASC), CAMHS or another victim support agency.

### **The alleged perpetrator**

It is not appropriate to initiate Section 47 Enquiries in respect of the alleged perpetrator unless there is information suggesting that they are at continuing risk of Significant Harm. However young people who abuse others frequently have considerable needs themselves, so an assessment of the alleged perpetrator's needs should be carried out.

Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. If the alleged perpetrator is over the age of 10, consideration should also be given to whether action under the criminal justice system would be appropriate.

If there is evidence that the alleged perpetrator has also been the victim of abuse, the police will consider whether to initiate a separate criminal investigation relating to this.

The alleged perpetrator is likely to pose a continuing risk to others unless the opportunity for further abuse is ended and the young person and their family have agreed to work with relevant agencies to address the problem. It has also been proposed that the risk remains high unless the young person accepts responsibility for the abusive behaviour, but more recent research has suggested that in the case of sexually harmful behaviour, denial may be rooted in shame and a well-founded fear of consequences of admission. Consequently, while denial will have consequences for the treatment approach, it does not necessarily indicate that sexually harmful behaviour is likely to be repeated.

Assessment of an alleged perpetrator's needs will include consideration of:

- The nature, extent and context of the abusive behaviours;
- The young person's development and family and social circumstances;
- Whether the young person appears to pose a continuing risk and, if so -  
Who is likely to be at risk from him/her (for example self, other children, Adults at Risk, particular children, particular adults), and

The nature and degree of the risk;

- The young person's need for services, both those which relate to his/her harmful behaviour and other significant needs; 26
- Whether the young person is also at risk of significant harm and should be the subject of a child protection conference; and
- Whether action is to be taken within the criminal justice system.

If there is a criminal case pending, the young person may have been instructed not to co-operate with an assessment and this must be taken into consideration when discussing the offence with them.

If the Assessment concludes that the young person poses a continuing risk to others, children's social care will arrange a risk management meeting. This meeting should be attended by:

- Persons who have responsibility for the welfare of any child who has been identified as currently being at risk from the perpetrator;
- Persons who have responsibility for the welfare of the perpetrator;
- Persons who have access to resources which are likely to be required to safeguard any child; and

- If the young person appears to pose a risk to Adults at Risk, adult social care and carers of any adult who has been identified as currently being at risk from him/her.

It is important to keep the risk management meeting separate from any child protection conference. The purpose of the risk management meeting is to reduce the risk which the perpetrator poses to children and Adults at Risk both at present and in the longer term. This will include:

- Ensuring the safety of children who are likely to come into contact with the perpetrator in the immediate future;
- Action to address the perpetrator's behaviour and attitudes; and
- Monitoring progress.

The meeting will make recommendations and, where possible, will make commitments about action to be taken and resources to be provided for the safety of the children involved. Any recommendations should be based on the following assumptions:

- A victim of abuse must not be left in contact with her/his abuser without adequate protection; and
- Moving the perpetrator away from the victim to another place where there are children may not reduce the overall risk to potential victims, and may actually increase it.

The long-term control of risk may depend on addressing any unmet needs of the perpetrator. This will be co-ordinated by children's social care.

### **Other children**

The strategy discussion will consider:

- Whether the alleged perpetrator appears to pose a risk to any other children and young people or to Adult at Risk;
- Whether any further assessment of this risk is needed;
- What immediate action, if any, should be taken to minimise this risk; and
- Whether to initiate section 47 enquiries in respect of any of these children and young people.

### **Issues**

Particular difficulties arise in responding to a child or young person who abuses another child because:

- There is no clear dividing line between abusive behaviour and normal childhood behaviour;
- Many adults who abuse children repeatedly established this pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again; and
- Some young people who abuse have themselves been abused, but this cannot be assumed in any particular case.

The guiding principles for dealing with these situations are:

- The needs of the victim and the needs of the alleged perpetrator must be considered separately;
- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children;

- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;
- There should be a co-ordinated approach by child welfare, youth offending, education and health agencies. No agency should start a course of action that has implications for any other agency without appropriate consultation.