CHILD PROTECTION & SAFEGUARDING POLICY

FOR ST LAWRENCE C of E PRIMARY SCHOOL

APPROVED BY GOVERNORS SEPTEMBER 25TH 2018

POLICY TO BE REVIEWED SEPTEMBER 2019

DESIGNATED SAFEGUARDING LEAD:	Mrs Kerry Malcolm
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Mrs Michelle Auton Mrs Gill Aylett
DESIGNATED SAFEGUARDING GOVERNOR:	Mr Austin Dalby

Author: Jo Barclay, Safeguarding Manager for Schools and Early Years
Date: September 2018

Contents

1	Introduction
2	Statutory Framework
3	Roles and responsibilities
4	Types of abuse / specific safeguarding issues
5	Procedures
6	Training
7	Professional confidentiality
8	Records and information sharing
9	Interagency working
10	Allegations about members of the workforce
11	Promoting positive mental health and resilience in school
12	Use of reasonable force
13	Whistleblowing
Appendix A	Children and Families Hub Partner Access Map
Appendix B	Essex Windscreen of Need and levels of intervention

CHILD PROTECTION POLICY FOR ST LAWRENCE C of E PRIMARY SCHOOL

1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

(Keeping Children Safe in Education – DfE, 2018)

This Child Protection policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2018)
- the school Behaviour policy;
- the school Staff Behaviour policy (sometimes called Staff Code of Conduct);
- the safeguarding response to children missing from education
- the role of the designated safeguarding lead (Annex B of KCSIE)

Safeguarding and promoting the welfare of children *(everyone under the age of 18)* is defined in Keeping Children Safe in Education 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
- Taking action to enable all children to have the best outcomes

2. Statutory framework

Section 175 of the Education Act 2002 *(Section 157 for Independent schools)* places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the Essex Safeguarding Children Board (ESCB). In Essex, all professionals must work in accordance with the SET Procedures (ESCB, 2018).

Our school also works in accordance with the following legislation and guidance *(this is not an exhaustive list)*:

Keeping Children Safe in Education (DfE, 2018)
Working Together (HMG, 2018)
Education Act (2002)
Effective Support for Children and Families in Essex (ESCB, 2017)
Counter-Terrorism and Security Act (HMG, 2015)
Serious Crime Act 2015 (Home Office, 2015)
Children and Social Work Act (2017)
Sexual Offences Act (2003)
Education (Pupil Registration) Regulations 2006
Information sharing advice for safeguarding practitioners (HMG, 2018)
Data Protection Act (2018)
What to do if you're worried a child is being abused (HMG, 2015)
Searching, screening and confiscation (DfE, 2018)
Children Act (1989)
Children Act (2004)
Preventing and Tackling Bullying (DfE, 2017)
Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)
Promoting positive emotional well-being and reducing the risk of suicide (ESCB, 2018)
Keeping pupils and staff safe – management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour (ESCB, 2018)

3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and Deputy designated safeguarding lead) are shown on the cover sheet of this document.

The governing body

The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governor for safeguarding arrangements is named on the front cover of this document. This governor takes leadership responsibility for safeguarding arrangements in our school. The governing body ensures there is a named designated safeguarding lead and at least one Deputy safeguarding lead in place (also named on the front cover).

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

The Designated Safeguarding Lead (and Deputy)

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the Deputy designated safeguarding lead will act in their absence.

The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

All school staff

Everyone is our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with the designated safeguarding lead (or Deputy) – they do not assume that others have taken action.

4. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2018) defines abuse as the maltreatment of a child.

"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children"

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

<u>Peer on peer abuse</u>

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. Where it is appropriate we will also implement strategies detailed in our Encouraging Positive Behaviour Policy. We will seek advice and support from other agencies as appropriate.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action

to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Children with special educational needs and disabilities

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionally impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need to.

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual

exploitation does not always involve physical contact; it can also occur through the use of technology".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate. This one page process map sets out arrangements for CSE in Essex.

Child criminal exploitation

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Prevention of radicalisation

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of

their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion

- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas

- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to pople identified as vulnerable to being drawn into terrorism.

Our school works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate.

5. Procedures

Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a ‘child in need’ or a ‘child protection’ plan).

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the Deputy designated safeguarding lead).

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2018)
- Essex Effective Support
- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2018)
- ‘Effective Support for Children and Families in Essex’ (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school will refer any concerns to the designated safeguarding lead or Deputy designated safeguarding lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be referred to the Children and Families Hub via the Essex Effective Support portal. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

If, for any reason, the designated safeguarding lead (or Deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the designated safeguarding lead (and Deputy) and how to share concerns with them.

6. Training

The designated safeguarding lead (and Deputy) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the designated safeguarding lead (and Deputy) also undertakes training in inter-agency working and other matters as appropriate

7. Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or Deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

8. Records and information sharing

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or Deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where appropriate, the designated safeguarding lead may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

9. Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

10. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Behaviour policy / Code of Conduct. The school works in accordance with statutory guidance and the SET procedures (ESCB, 2018) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.

Where the concern involves the headteacher, it should be reported direct to the Chair of Governors.

SET procedures (ESCB, 2018) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

11. Promoting positive mental health and resilience in school

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

12. Use of reasonable force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force *(see section 2)* and recognises that where intervention is required, it should always be considered in a safeguarding context.

13. Whistleblowing

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

Appendix A: Children and Families Hub flow chart

Children and Families Hub Partner Access Map

(Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm) Out of Hours Tel no: 0345 606 1212

Information Advice and Guidance to support a Family (Level 2 & 3*)

Call **0345 603 7627**

Safeguarding Concerns about a child (Level 4*)

You will be put through to ECC Customer Services who will answer the initial call

* These levels are explained in more detail in the 'Effective Support for Children and Families in Essex' document

You can now submit a Request for Service via the online portal at

www.essexeffectivesupport.org.uk

Unless there is immediate risk of significant harm, the family should be consulted by the referrer and informed of the referral.

Specifically ask for the Children and Families Hub and state if it is:

For a Consultation (level 2,3,4)
A Priority(level 4)

An adviser will listen to and respond to your concerns and will signpost support depending on the level of need identified.
This may include:

CONSULTATION LINE
A Social Worker will give consultation about the safeguarding concern and identify actions the caller may need to make. This will not be recorded on our system.

PRIORITY LINE
Priority should only be considered if an immediate response needs to be made for safeguarding reasons

Give Information, Advice and Guidance of services in your area that will meet the family's level of need (Levels 2/3)

Considering Family Solutions by completing a Request for Support Form

All Request for Support Forms need to be completed with the consenting family.

Considering Social Care
Where there is significant risk of harm to a child and an immediate response is necessary the Hub will contact the Assessment and Intervention Team.
Where an immediate response is not necessary a request for services will need to be completed.

Appendix B: Essex Windscreen of Need and levels of intervention

All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services

Areas of Safeguarding

Within Keeping Children Safe in Education (2016) and the Ofsted inspection guidance (2015), there are a number of safeguarding areas directly highlighted or implied within the text.
These areas of safeguarding have been separated into issues that are emerging or high risk issues (part 1); those related to the pupils as an individual (part 2); other safeguarding issues affecting pupils (part 3); and those related to the running of the school (part 4).

Definitions

Within this document:

'*Safeguarding'* is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

The term *Staff* applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and Governors.

Child refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.

Key personnel

The designated safeguarding lead for the school is:

Kerry Malcolm – Headteacher,

The deputy safeguarding leads are:

Gill Aylett and Michelle Auton – Assistant Headteachers

Part 1 – High risk and emerging safeguarding issues

Preventing Radicalisation and Extremism

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

The prevent duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. A member of the Senior Leadership Team received prevent WRAP training (**WRAP** - Workshop to Raise Awareness about PREVENT, is a Home Office initiative that was delivered so that we could play our part in stopping individuals becoming terrorists or supporting terrorism). All staff have also received awareness training in order that they can identify the signs of children being radicalised.

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the DSL to Essex children's social care. If the police prevent officer considers the information to be indicating a level of risk a meeting will be convened and the school will attend and support this process.

Gender based violence / Violence against women and girls

https://www.gov.uk/government/policies/violence-against-women-and-girls

The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage (Annex 6), honour based violence (Annex 6) and teenage relationship abuse all fall under this strategy.

Female Genital Mutilation (FGM)

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-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 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, just before 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.
FGM is illegal in the UK.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened.
At no time will staff examine pupils to confirm this.

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

The Toxic Trio

The term 'Toxic Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred.
They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

Domestic Abuse

https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people

Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

This definition, which is not a legal definition, includes honour-based violence and abuse (HBV), female genital mutilation (FGM) and forced marriage (Annex 6). Family members will be defined as mother, father, son, daughter, brother, sister and grandparents, whether directly related, in-laws or step family.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

Indicators that a child is living within a relationship with domestic abuse include:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Parental mental health

https://www.gov.uk/government/publications/the-mental-health-strategy-for-england

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

Parental Substance misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.
Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)

- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

Missing, Exploited and Trafficked Children

Children Missing from Education

https://www.gov.uk/government/publications/school-attendance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

DSLs and staff should consider:

Missing lessons: Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?

- Is the child being sexually exploited during this time?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Single missing days: Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on

these days? Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?

- Is the child being sexually exploited during this day?
- Do the parents appear to be aware?
- Are the pupil's peers making comments or suggestions as to where the pupil is at?

Continuous missing days: Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?

- Did we have any concerns about radicalisation, FGM, forced marriage (Annex 6), honour based violence (Annex 6), sexual exploitation?
- Have we had any concerns about physical or sexual abuse?

The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

Children Missing from Home or Care

https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care
http://www.childrenssociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living.
Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The association of chief police officers has provided the following definitions and guidance.
"Missing person is: 'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.'

An absent person is: 'A person not at a place where they are expected or required to be.'

All cases classified as 'missing' by the police will receive an active police response – such as deployment of police officers to locate a child. Children under the age of 18 cannot be classified as 'Absent' and therefore all cases will be regarded as 'Missing' and dealt with accordingly.

Within any case of children who are missing both push and pull factors will need to be considered.
Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to

- The Toxic Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to/directly contact the police to inform them.

Child Sexual Exploitation (CSE)

http://paceuk.info/

Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive 'something' as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.
Child sexual exploitation can happen via technology without the child's being aware; 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.

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form (SERAF in the Annex and associated guidance to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care.

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form [Annex 3]

Technologies

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

Online Safety

https://www.thinkuknow.co.uk/Teachers/
http://www.saferinternet.org.uk/

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The school will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web-site,
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications

Social media

https://www.thinkuknow.co.uk/Teachers/Resources/
http://www.saferinternet.org.uk/search-results?keywords=social%20networking
http://www.childnet.com/search-results/?keywords=social%20networking
http://www.kidsmart.org.uk/socialnetworking/

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The school will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web-site
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications

Cyberbullying

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Central to the School's anti-bullying policy should be the principle that '*bullying is always unacceptable'* and that '*all pupils have a right not to be bullied*'.
The school should also recognise that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.
Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."
By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts

- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character.
It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Sexting

https://www.thinkuknow.co.uk/Teachers/Resources/
https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging. While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

Gaming

http://www.saferinternet.org.uk/search-results?keywords=gaming
http://www.childnet.com/search-results/?keywords=gaming
http://www.kidsmart.org.uk/games/

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.

Online reputation

http://www.childnet.com/resources/online-reputation-checklist
http://www.saferinternet.org.uk/search-results?keywords=online%20reputation
http://www.kidsmart.org.uk/digitalfootprints/

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

Grooming

http://www.saferinternet.org.uk/search-results?keywords=grooming
http://www.childnet.com/search-results/?keywords=grooming
http://www.internetmatters.org/issues/online-grooming/

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.
The school will build awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online

That parents should:

- Recognise the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online

The school will raise awareness by:

- Running sessions for parents
- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming

Part 2 – Safeguarding issues relating to individual pupil needs

Pupils with medical conditions (in school).

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

There is a separate policy outlining the school's position on this (First Aid and Administering Medication Policy).

As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child. An individual healthcare plan may be put in place to support the child and their medical needs.

Intimate care

See Guidelines for good practice Annex 1 (adapted from the Chailey Heritage centre)

Fabricated or induced illness

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the Essex Safeguarding Children Board.

Mental Health

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf
http://www.youngminds.org.uk/
https://www.gov.uk/government/publications/the-mental-health-strategy-for-england

Class teachers and support staff see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.
The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;

- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and

- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment from our Well-Being Mentor. Parents will be informed of the concerns and a shared way to support the child will be discussed.
Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement.

Part 3 – Other safeguarding issues impacting pupils

Bullying

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

The school works to a separate Anti-Bullying Policy that can be found on the teacher intranet.

Drugs and substance misuse

https://www.gov.uk/government/publications/drugs-advice-for-schools

While the prevalence of drug and substance misuse decreases with the lower key stages, early years settings have had under 5's bring in both packets of class A drugs and drug based paraphernalia from home. The policy needs to consider both deliberate and accidental possession and use of drugs and other substances.

Faith Abuse

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

The number of known cases of child abuse linked to accusations of "possession" or "witchcraft" is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.
Such abuse generally occurs when a carer views a child as being "different", attributes this difference to the child being "possessed" or involved in "witchcraft" and attempts to exorcise him or her.
A child could be viewed as "different" for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.
There are various social reasons that make a child more vulnerable to an accusation of "possession" or "witchcraft". These include family stress and/or a change in the family structure.
The attempt to "exorcise" may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children's social care.

Gangs and Youth Violence

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.
As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education. Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime.

Private fostering

https://www.gov.uk/government/publications/children-act-1989-private-fostering

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the children's services department of any private fostering arrangement.

If the school becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so.

Parenting

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- referring to the school Family Support Worker
- providing details of community based parenting courses
- linking to web based parenting resources (for example http://www.familylives.org.uk/)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate early help services

Safer Recruitment

www.gov.uk/government/publications/keeping-children-safe-in-education--2

The school operates a separate safer recruitment process as part of the school's Recruitment Policy. On all recruitment panels there is at least one member who has undertaken safer recruitment training.

The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references.

Staff Induction

The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff code of conduct, and part one of Keeping Children Safe in Education.
This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

Health and Safety

www.gov.uk/government/publications/health-and-safety-advice-for-schools
http://www.hse.gov.uk/services/education/

The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the act.

All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail.

Site Security

www.gov.uk/government/publications/school-security

We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:

- All gates are locked except at the start and end of the school day
- Doors are kept closed to prevent intrusion
- Visitors and volunteers enter at the reception and must sign in.
- Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
- All children leaving or returning during the school day have to sign out and in.

Off site visits

http://oeapng.info/evc/

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an educational visits coordinator (EVC) who liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context. The school plans and risk assess all its educational visits.

First Aid

www.gov.uk/government/publications/first-aid-in-schools

There is a separate First Aid Policy.

Physical Intervention (use of reasonable force)

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
guidelines for the use of restrictive physical intervention in Hampshire maintained schools

As a school we have a separate guidelines outlining how we will use physical intervention using the Essex Steps principles.

Taking and the use and storage of images

https://ico.org.uk/for-the-public/schools/photos

As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual.

We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.

Photographs will only be taken on school owned equipment and stored on the school network. No images of pupils will be taken or stored on privately owned equipment by staff members.

Transporting pupils

On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.)

In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents'/volunteers' cars are used on school activities the school will notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

All parents/volunteers are therefore asked to complete and return the form attached as annex 3 to the school before they offer to use their car to help with transporting pupils.

.

Disqualification under the childcare act

https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

The childcare act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:

- they are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
- they work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.

The legislation also applies to any staff directly concerned in the management of such early or later years' provision.

In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act.

As a school we require all staff who may be impacted by this piece of legislation to complete a self declaration form and to inform the Headteacher immediately if they become aware of any changes to their circumstances that would require us to be aware.

If a member of staff is impacted by the disqualification by association provisions we will ask them to apply for a waiver from Ofsted and put in place appropriate risk management plans while the waiver is being processed.

If a waiver is not granted we will seek advice from our HR provider and/or the LADO as to how risk is most effectively managed.

Annex 1

Intimate care

Guidelines for good practice adapted from the Chailey Heritage centre

1. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and the situation. Privacy is an important issue. Much intimate care is carried out by one staff member alone with one child. The Essex Safeguarding Board believe this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present - quite apart form the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the child or young person - organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. The 4LSCBs recognise that there are partner agencies that recommend two carers in specific circumstances. Where possible, the member of staff carrying out intimate care should be someone chosen by the child or young person. For older children it is preferable if the member of staff is the same gender as the young person. However, this is not always possible in practice. Agencies should consider the implications of using a single named member of staff for intimate care or a rota system in terms of risks of abuse.

2. Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a child's body. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible.

3. Be responsive to a child's reactions. It is appropriate to "check" your practice by asking the child - particularly a child you have not previously cared for - "Is it OK to do it this way?"; "Can you wash there?; "How does mummy do that?". If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why. Conversely, if a child has a "grudge" against you or dislikes you for some reason, ensure your line manager is aware of this.

4. Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals. For example, do you use a

flannel to wash a child's private parts rather than bare hands? Do you pull back a child's foreskin as part of daily washing? Is care during menstruation consistent across different staff?

5. Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures, such as rectal examinations, must only be carried out by nursing or medical staff. Other procedures, such as giving rectal valium, suppositories or intermittent catheterisation, must only be carried out by staff who have been formally trained and assessed as competent.

6. If you are concerned that during the intimate care of a child:
   - You accidentally hurt the child;
   - The child seems sore or unusually tender in the genital area;
   - The child appears to be sexually aroused by your actions;
   - The child misunderstands or misinterprets something;
   - The child has a very emotional reaction without apparent cause (sudden crying or shouting).

   Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the child or another adult might possibly misconstrue something you have done.

7. Additionally, if you are a member of staff who has noticed that a child's demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.

8. Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child's intimate care can convey lots of messages about what her or his body is "worth". Your attitude to the child's intimate care is important. As far as appropriate and keeping in mind the child's age, routine care of a child should be enjoyable, relaxed and fun.

Intimate care is to some extent individually defined, and varies according to personal experience, cultural expectations and gender. The 4LSCBs recognise that children who experience intimate care may be more vulnerable to abuse:-

- Children with additional needs are sometimes taught to do as they are told to a greater degree than other children. This can continue into later years. Children who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The child may come to believe they are passive and powerless

- Increased numbers of adult carers may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult
- Physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately
- Repeated “invasion” of body space for physical or medical care may result in the child feeling ownership of their bodies has been taken from them
- Children with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a child who is physically dependent on daily care may be more reluctant to disclose abuse, since they fear the loss of these needs being met. Their fear may also include who might replace their abusive carer

Annex 2

Community Partnership Information

Guidance: This form is for the sharing of non-urgent information by partner agencies that relates to the **Missing**, **Exploited** and **Trafficked** agenda and inter-connecting issues, such as **Modern Slavery**. This information may be sanitised and used in subsequent partnership forums for the purposes of identifying and mitigating risk. Completed forms should be sent electronically. Any questions or concerns regarding this form can be raised with your police contact. The form is not a referral form, nor does it replace any pre-existing referral or notification mechanism.

Your name:

Your organisation:

Your telephone number:

Your email address:

Information (including date & location):

Information Source:

Where did this information come from (name/Dob/address)?

Can they be re-contacted? What are their contact details?

How did they find this information out?

When did they find this information out?

Annex 3

Transporting of pupils by parents

Dear Parent / Volunteer

On occasions parents and volunteers are kind enough to help with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.) The school is very grateful for this help. In managing these arrangements the school would like to put in place sensible measures to ensure the safety and welfare of young people carried in parents and volunteers cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents/volunteers cars are used on school activities the Head should notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

The Head or Party Leader will need to consider the suitability of parents or volunteers to carry young people in their car and whether vetting is necessary. It is advisable that parents or volunteers are not put in a position where they are alone with a young person.

All parents are therefore asked to complete and return the attached form to the school before they offer to use their car to help with transporting pupils.

This form will only need to be completed once for each driver. However, please inform the school if your circumstances change and you can no longer comply with these arrangements.

Many thanks, once again, to all parents and volunteers who have been able to help with the provision of transport. Naturally our primary concern is the safety and welfare of pupils. However, we also want to maintain a wide range of opportunities for young people to participate in off-site activities and visits.

Signed

Head Teacher

DECLARATION FORM

Safeguarding statement

At this school, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils, parents and governors should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti-bullying and child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning in line with current legislation and guidelines.

The school may require parents or volunteers who have regular unsupervised access to young people to be checked through arrangements with the Disclosure and Barring Service.

All drivers must:

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

Insurance:

- Maintain valid insurance, as a minimum, for third part liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.)

Safety:

- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

I have read and understood the above requirements and agree to comply with them.
I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

Signature: Date:

Name (Please print)
Number of seats in vehicle:

SERAF Risk Assessment

Annex 4

email)		**Name and contact details of referrer**	
Child's Name		**Local Authority**	
Known to social services since		**Date of SERAF Assessment**	
Age **Date of birth**		**Legal status Section:**	
		Migrant/Refugee/Asylum Seeker/Trafficked status Please specify & Complete Trafficking Risk Matrix:	
Ethnicity		**Gender**	
Physical/learning disabilities **If yes see Section (x) of guidance**		**Languages spoken**	
Have child protection procedures been initiated? (If yes provide date)	**Yes** ☐ **No** ☐ **If yes when:**	**Involvement with the youth justice system?**	**Yes** ☐ **No** ☐
Is the child receiving support or services from any other agency?	**Yes** ☐ **No** ☐	**If other agencies are involved please list them here e.g. CAMHS, Early Help etc.**	
Has sexual exploitation previously been identified as a specific issue for this child?	**Yes** ☐ **No** ☐ **If yes when:**	**Has the All Hampshire Safeguarding and Promoting the Welfare of Children who are at Risk of Abuse through Sexual Exploitation Protocol been used?**	**Yes** ☐ **No** ☐ **If yes when:**

Vulnerabilities	Please tick	**Vulnerabilities**	Please tick
Emotional neglect by parent/carer/family member	☐	Family history of mental health difficulties	☐
Physical abuse by parent/carer/family member	☐	Low self-esteem	☐

Sexual abuse	☐	Unsuitable/inappropriate accommodation	☐
Breakdown of family relationships	☐	Isolated from peers/social networks	☐
Family history of domestic abuse	☐	Lack of positive relationship with a protective/nurturing adult	☐
Family history of substance misuse	☐		

Moderate risk indicators	Please tick if present **on date of referral or during the past 3 months**
Staying out late	☐
Multiple callers (unknown adults/older young people)	☐
Use of a mobile phone that causes concern	☐
Expressions of despair (self-harm, overdose, eating disorder, challenging behaviour, aggression)	☐
Exclusion from school or unexplained absences from or not engaged in school/college/training/work	☐
Sexually Transmitted Infections (STIs), pregnancy/termination of pregnancy	☐
Drugs misuse	☐
Alcohol misuse	☐
Use of the internet that causes concern	☐
Living independently and failing to respond to attempts by worker to keep in touch	☐

Significant risk indicators	Please tick if present **between 3 and 6 months ago**	Please tick if present **on date of referral or during past 3 months**
Disclosure of sexual/physical assault followed by withdrawal of allegation	☐	☐
Peers involved in sexual exploitation/clipping (offering to have sex/ perform sexual acts and running off with payment before undertaking the sexual act)	☐	☐
Periods of going missing overnight or longer	☐	☐
Older 'boyfriend'/ 'girlfriend' relationship with controlling adult	☐	☐

Physical abuse by controlling adult / physical injury without plausible explanation	☐	☐
Emotional abuse by controlling adult	☐	☐
Entering/leaving vehicles driven by unknown adults (**not** taking and driving away: car theft)	☐	☐
Unexplained amounts of money, expensive clothing or other items	☐	☐
Frequenting areas known for on/off street sexual exploitation	☐	☐

SERAF Score		**In addition:** **Physical/Learning Disability: Score 1** **Age under 13 and at least 1 significant risk factor present: Score 5**
Do you agree with this score?	Y/N	
Reason/ Rationale?		
Risk Category		
Have you considered whether this child been trafficked? Remember - movement for the purpose of exploitation = child trafficking	Yes / No / Suspected	
If Yes or suspected is this internally (i.e. moved within the UK) or from abroad?	Internally / abroad	
If Yes or Suspected- have you completed a NRM? (National Referral Mechanism form) **https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms**	Yes/ No	

Vulnerabilities Identified: (if any of these have been ticked please detail why)

Emotional neglect by parent/carer/family member:

Physical abuse by parent/carer/family member:

Sexual abuse:

Breakdown of family relationships:

Family history of domestic abuse:

Family history of substance misuse:

Family history of mental health difficulties:

Low self-esteem:

Unsuitable/inappropriate accommodation:

Isolated from peers/social networks:

Lack of positive relationship with a protective/nurturing adult:

Moderate Risk Indicators Identified: (if any of these have been ticked please detail why)

Staying out late:

Multiple callers (unknown adults/older young people):

Use of a mobile phone that causes concern:

Expressions of despair (self-harm, overdose, eating disorder, challenging behaviour, aggression):

Exclusion from school or unexplained absences from or not engaged in school/college/training/work:

Sexually Transmitted Infections (STIs), pregnancy/termination of pregnancy:

Drugs misuse:

Alcohol misuse:

Use of the internet that causes concern:

Living independently and failing to respond to attempts by worker to keep in touch:

Significant Risk Indicators Identified: (if any of these have been ticked please detail why)

Disclosure of sexual/physical assault followed by withdrawal of allegation:

Peers involved in clipping/sexual exploitation:

Periods of going missing overnight or longer:

Older 'boyfriend'/ 'girlfriend' relationship with controlling adult:

Physical abuse by controlling adult / physical injury without plausible explanation:

Emotional abuse by controlling adult:

Entering/leaving vehicles driven by unknown adults (**not** taking and driving away: car theft):

Unexplained amounts of money, expensive clothing or other items:

Frequenting areas known for on/off street sexual exploitation:

Additional information:

Annex 5

SERAF Risk Assessment: Scoring Guidance

Vulnerabilities

This section of the risk assessment form includes factors that we know may render children and young people vulnerable to being targeted for child sexual exploitation.

Each vulnerability carries a score of 1.

Moderate risk indicators

This section of the risk assessment form includes indicators that are associated with risk of or that may indicate abuse through sexual exploitation.

These should be ticked if they are currently present or have been present during the past 6 months. Each moderate risk indicator carries a score of 1.

Significant risk indicators

These risk indicators are very prevalent in cases where children and young people are at risk of or are being abused through sexual exploitation. In order to monitor any change in risk over time as a result of intervention or a change in circumstances is important to know whether the risk indicator is current (on date of referral or in past 6 months) or recent (between 6 and 12 months ago).

If the risk indicator is current or has occurred in the past 6 months this carries a score of 5 (right hand column). Where the risk indicator was present between 6 and 12 months ago but has not been present in the past 6 months this carries a score of 1 (left hand column).

If a significant risk factor has been present during the past 6 months and was present between 6 and 12 months ago both column should be ticked generating a score of 6 in relation to that significant risk indicator.

- Once the form is completed a total score can be worked out.
- Each score generates a category of risk.
- Each category of risk has an associated action (see SERAF Categories of Risk Framework).

Score

0-5 = Category 1: (Not at risk)

6-10= Category 2: (Mild risk)

11-15= Category 3: (Moderate risk)

16 + = Category 4: (Significant risk)

- It is essential that all available information is recorded on the SERAF Risk Assessment Form.
- A SERAF Risk Assessment should be carried out at regular intervals to record any increase or reduction in risk and should inform appropriate intervention.
- A SERAF Risk Assessment should always be carried out following a change in circumstances (e.g. change in placement) as this can have a significant impact on risk.
- If any of the significant risk indicators are identified but the child is categorised as 'not at risk' or as at 'mild risk' a discussion with the team manager and any other professionals or carers involved in the child's life should take place. This is necessary to ensure that all the information relevant to the case has been included in the risk assessment.
- Cases involving children under the age of 13 who have one or more of the significant risk indicators present should score an additional 5 to be added to the total assessment score to reflect the additional vulnerability of their age.

Annex 6

Definitions

Honour Based Abuse.

"A crime or incident, which has or may have been committed, to protect or defend the honour of the family and or community."

'Honour' is often associated with cultures and communities from Asia, the Middle East and Africa as well as the Travelling Community. In reality it cuts across all cultures, nationalities, faith groups and communities and transcends national and international boundaries.

There is no specific offence of "honour based abuse". It is an umbrella term to encompass various offences covered by existing legislation. Honour Based Abuse (HBA) can be described as a collection of practices which are used to control behaviour within families or other social groups to protect perceived cultural beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

The terms "honour crime" or "honour-based abuse" or "izzat" embrace a variety of crimes of violence mainly but not exclusively against women, including assault, imprisonment and murder, where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform and this is to the "shame" or "dishonour" of the family.

Some victims may seek to raise their profile to outside agencies by attention seeking behaviour such as committing crime, self-harming, attempted suicide or going missing, all of which are forms of 'escaping' from their situation.

HBA has the potential to manifest itself in many ways. It may not be instantly identified to officers but be an underlying reason for original contact.

Forced Marriage

'Forced Marriage is a marriage where one or both persons do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved.' Duress includes physical, psychological, financial, sexual and emotional pressure.

Forced marriage is an abuse of human rights and a form of domestic abuse and child abuse.

This is NOT the same as an arranged marriage where families take a lead in selecting a marriage partner but the couple have the free will and choice to accept or decline the arrangement.

Every victim of a forced marriage who rejects the marriage will be vulnerable and at risk. They may face physical and psychological abuse, assault and even death from their own families or communities.

Marriage contracts will often be drawn up when children are young and are seen as a binding arrangement between the two families. If one or both parties then seek to disengage from the contract it is seen as bringing great shame on the family.

The pressure put on people to marry against their will can be physical, including threats of or actual physical violence, or emotional, for example, when someone is made to feel like they have brought 'shame' on the family.

Forced marriages can occur in this country or abroad, often in their country of origin.