

APPENDIX 1

Further information and guidance to staff and volunteers

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Types of abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from

physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

CHILDREN MISSING FROM EDUCATION: all schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Specific Safeguarding Issues

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol,

gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Local guidance and materials for academies can be found on the Leicestershire Safeguarding Children Board website.

PREVENTING RADICALISATION (INCLUDING Prevent and Channel)

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

From 1 July 2015 all schools must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers. They are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, 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 applies to a wide range of public-facing bodies.

This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers to think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

It is expected that once a member of staff within your organisation identifies an individual vulnerable to radicalisation that they contact the DSL to discuss the case internally. If deemed suitable, the practitioner will then make a referral to the Channel coordinator at channel.project@gmp.police.uk.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

FORCED MARRIAGE (FM): This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India & Bangladesh (approx. 60% of the cases) together with a percentage of cases of children origination from the Middle-East and African countries.

A signal of FM is the removal of the students from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistle blowing may come from younger siblings.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Local Police Safeguarding Unit email or by phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current Safeguarding responsibilities.

Possible signs of abuse

The following signs may or may not be indicators that abuse has taken place. The lists are not exhaustive; any concerns must be shared with the designated safeguarding lead.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- Object shaped bruises
- The child gives inconsistent accounts for the cause of injuries

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders
- CSE-Likely behaviours may include:
 - Repeatedly going missing, particularly overnight
 - Coming home with unaccounted gifts, i.e. clothes, money, food, jewellery and drugs. (Common one being a mobile phone.)
- Having a relationship with an older partner with whom there may be concerns
- Excessive & secret use of internet and/or mobile (potential grooming?)
- Having several SIM cards, frequent mobile phone top ups
- Being unusually secretive (where have they been, who are their friends)
- Mood swings and changes in behaviour
- Talk of going to parties

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying
- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry

- Overeating

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- Abuse (DFE advice for practitioners) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Bullying including cyberbullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Criminal exploitation of children and vulnerable adult's county lines <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>
- Children missing education <https://www.gov.uk/government/publications/children-missing-education>
- Children missing from home or care <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- Child sexual exploitation <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Domestic abuse <https://www.gov.uk/guidance/domestic-violence-and-abuse>
- Drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- Fabricated or induced illness <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- Faith based abuse <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- Female Genital Mutilation (FGM) (home office advice) <https://www.gov.uk/government/collections/female-genital-mutilation>
- Female genital mutilation (multi agency statutory guidance) <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Forced marriage <https://www.gov.uk/guidance/forced-marriage>
- Gangs and youth violence <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

- Gender-based violence/violence against women and girls (Home Office Strategy)
<https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020>
- Gender-based violence/violence against women and girls (Home office Information)
<https://www.gov.uk/government/policies/violence-against-women-and-girls>
- Hate
<https://educateagainsthate.com/>
- Mental health <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Missing children and adults <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
- Private fostering <https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- Preventing radicalisation <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Protecting children from radicalisation
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Relationship abuse
<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>
- Sexual violence and sexual harassment between children in schools and colleges
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- Sexting
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- Trafficking and modern slavery <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

APPENDIX 2

**PREVENT SELF ASSESSMENT
OAKWOOD COMMUNITY SCHOOL**

PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation.

PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role.

PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively.

PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion.

1. Clear leadership and accountable structures are in place and visible throughout the organisation

Evidence	Tick as appropriate	Self-Assessed Rating
There is an Identified strategic PREVENT lead across the Learning Community	✓	Green
The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within Safeguarding Procedures	✓	Green
The Senior Leadership Team are aware of the PREVENT Strategy and its objectives	✓	Green
There is a clear awareness of roles and responsibilities throughout organisation regarding PREVENT	<input type="checkbox"/> Staff understand the need to flag up concerns and there is a clear process to follow	Green
PREVENT safeguarding responsibilities are explicit within the Schools Safeguarding Team	<input checked="" type="checkbox"/> PREVENT is connected to Safeguarding and Child Protection Policies and systems in school	Green
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes	<input checked="" type="checkbox"/> The strategy is incorporated in the safeguarding policy. All staff are aware of referral routes and processes.	Green

2. Staff and Governing Body have been appropriately trained according to their role

Evidence	Tick as appropriate	Self-Assessed Rating
<p>WRAP was presented to all staff by the LA PREVENT Co-ordinator 22.04.2016. Induction briefings are delivered to all new starters in the first week of employment. The Chair of Governors attended the training.</p> <p>A briefing will be delivered to all governors before the end of Autumn term 2016.</p>	✓	Amber
<p>Any future courses on PREVENT will be cascaded to all staff as and when they occur.</p>	Ongoing	N/A
<p>Further training on the Prevent agenda is made available to the Strategic Prevent lead and Safeguarding leads where appropriate.</p>	Ongoing	N/A
<p>There is appropriate staff guidance and literature available to staff on the Prevent agenda.</p>	Ongoing	N/A

3. An appropriate reporting and referral process is in place and referrals are being managed effectively

Evidence	Tick as appropriate	Self-Assessed Rating
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.	✓	Green
A single point of contact (SPoC) for any PREVENT concerns raised by staff within the organisation has been identified.	✓	Green
An appropriate internal PREVENT referral process has been developed	✓	Green
Partner agency communication channels have been developed – PREVENT Lead at South Yorkshire Police (Janet Scholey) are first port of call when outside agencies need to be consulted or for making a Channel referral.	✓	Green
An audit trail for notification reports/referrals exists	✓	Green
PREVENT referrals/notifications are being managed or overseen by relevant staff	✓	Green

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

Evidence	Tick as appropriate	Self-Assessed Rating
School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences	✓ - PSHEE, assemblies and PHSE curriculum	Green
The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.	✓ - Regular safeguarding training includes delivery of this.	Green
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	✓ - Delivered through the PHSE curriculum and with Open Minds	Green
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion	✓ - referral system in place that follows child protection process.	Green

APPENDIX 3 – SAFEGUARDING CONTACTS

Telephone referrals – Priority 1 0116 305 0005

First response professionals Consultation line 0116 305500

CSE Consultation line 0116 3059521

First response 0116 305 5138

LADO 0116 305 7597

Safeguarding Development officer – 0116 3057750