

Safeguarding Policy

Terminology

The term “school” is used throughout. The nature of school as defined by The Wildings is made clear in the published *Visions, Aims, Values and Standards Documentation* and website information. This will also be reflected consistently and coherently in The Wildings constitution as a Community Interest Company (CIC) as detailed in “*Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 5: constitutional documents*”.

The terms “principal”, “governance” and “governance lead” are used throughout. The nature of leadership and governance for a Community Interest Company is detailed within the “*Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 9: corporate governance*”.

The term “reporting” is used throughout. It is made clear in the policies whether reporting is internal or external, compliance or quality assurance. Reporting obligations arising from being a CIC are detailed in “*Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 8: statutory obligations*”.

Date of last update: 14 Feb 2021

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Safeguarding Statement:

Rele Heuristics Hub (CIC) recognises our moral and statutory responsibility to safeguard and promote the welfare of all young people. We endeavour to provide a safe, secure and welcoming environment where young people are listened to, respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that young people receive effective support, protection and justice. Child protection forms part of the school’s safeguarding responsibilities.

Key Personnel

The Designated Senior Person (DSP) for child protection is Melody Bond

Contact details: email: mel@mimeheuristics.com tel: 07565822411

The Deputy Designated Person(s) is: Mike Rees-Lee

Contact details: email: mike@mimeheuristics.com tel: 07931190506

The Nominated Child Protection Governor is: Joshua Fitzgerald

Contact details: email: josh@mimeheuristics.com tel: 07827 864913

The Principal is: Mike Rees-Lee

Contact details: email: mike@mimeheuristics.com tel: 07931190506

Key Phraseology:

Safeguarding and promoting the welfare of young people is defined as:

* protecting young people from maltreatment;
* preventing impairment of a young person’s mental and physical health or development;
* ensuring that young people grow up in circumstances consistent with the provision of safe and effective care
* taking action to enable all young people to have the best outcomes
* The terms “young people” and “young person” refer to anyone under the age of 18.

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

Harmful Sexual Behaviour for the purposes of this policy this term includes, but is not limited to, the following actions:

* Using sexually explicit words and phrase
* Inappropriate touching
* Sexual violence or threats
* Full penetrative sex with other young people or adults

Sexual Violence and Sexual harassment between children in schools and colleges” (2018) and for the purposes of this policy the term “sexual harassment” is used with this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

“Sexual Violence” encompasses the definitions provided in the Sexual Offenses Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

Upskirting refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both young people and colleagues), and any gender, can be a victim of upskirting.

Peer-on-peer abuse is defined as abuse between young people. This can include, but is not limited to the following:

* Abuse within intimate partner relationships
* Bullying (including cyberbullying)
* Sexual violence and sexual harassment
* Physical abuse and physical harm
* Sexting
* Initiation/hazing-type violence and rituals

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

Young Person includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

1. **1. Introduction**
	1. Safeguarding legislation and guidance
		1. The following safeguarding legislation and guidance has been considered when writing this policy:
			1. *Section 175 of the Education Act 2002 (maintained schools only)*
			2. *Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)*
			3. *The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)*
			4. *The Safeguarding Vulnerable Groups Act 2006*
			5. *The Teacher Standards 2012*
			6. *Working Together to Safeguard Children 2018*
			7. *Keeping Children Safe in Education 2020*
			8. *HM Gov Information Sharing 2018*
			9. *What to do if you’re worried a child is being abused 2015*
2. **2.** **Policy Principles**
	1. The welfare of the young person is paramount.
		1. All young people regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
		2. We recognise that all adults, including temporary colleagues, volunteers and governors, have a full and active part to play in protecting our young people from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a young person is at risk of harm;
		3. All colleagues believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual young person.
		4. Young people and colleagues involved in child protection issues will receive appropriate support and supervision.
			1. Wherever the word “colleagues” is used, it covers ALL colleagues on site, including ancillary supply and self-employed colleagues, contractors, volunteers working with young people etc. and governors
3. **3.** **Policy Aims**
	1. Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between young people outside the school. All colleagues, but especially the designated safeguarding lead and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of young people should consider whether wider environmental factors are present in a young person’s life that are a threat to their safety and/or welfare.
	2. To demonstrate the school’s commitment with regard to safeguarding and child protection to young people, parents and other partners.
	3. To support the young person’s development in ways that will foster security, confidence and independence.
	4. To provide an environment in which young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
	5. To raise the awareness of all teaching and non-teaching colleagues of the need to safeguard young people and of their responsibilities in identifying and reporting possible cases of abuse.
	6. To provide a systematic means of monitoring young people known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those young people.
	7. To emphasise the need for good levels of communication between all colleagues.
	8. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
	9. To develop and promote effective working relationships with other agencies, especially the Police, Social Care and [MASH.](#bookmark=id.1v1yuxt)
	10. To ensure that all colleagues working within our school who have substantial access to young people have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.
4. **4.** **Values**
	1. We recognise that a young person who is abused or witness’s violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
	2. We recognise that the school may provide the only stability in the lives of young people who have been abused or who are at risk of harm.
	3. We accept that research shows that the behaviour of a young person in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
	4. Our school will support all young people by:
		1. Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
		2. Promoting a caring, safe and positive environment within the school.
		3. Responding sympathetically to any requests for time out to deal with distress and anxiety.
		4. Offering details of helplines, counselling or other avenues of external support.
		5. Liaising and working together with all other support services and those agencies involved in the safeguarding of young people.
		6. Notifying MASH as soon as there is a significant concern. Providing continuing support to a young person about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the young person’s new setting and ensuring the school medical records are forwarded as a matter of priority.
		7. Young people are taught to understand and manage risk through our person, social, health and economic (PSHE) education and Relationship and Sex Education and through all aspects of school life. This includes online safety.
	5. Prevention / Protection
		1. We recognise that the school plays a significant part in the prevention of harm to our young people by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.
	6. The school community will therefore:
		1. Work to establish and maintain an ethos where children feel safe, secure and are encouraged to talk and are always listened to.
		2. Include regular consultation with young people e.g. through safety questionnaires, participation in focus weeks i.e. anti- bullying week, online safety, daily check in's with Champion.
		3. Ensure that all young people know there is an adult in the school whom they can approach if they are worried or in difficulty.
		4. Include safeguarding across the curriculum, including PSHE, opportunities which equip young people with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work and online safety.
		5. Ensure all colleagues are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

1. **5.** **Safe School, Safe Staff**

We will ensure that;

* 1. All colleagues and volunteers read KCSiE Part 1 annually and sign to say they read and understand it and that they know to whom to address any questions.
	2. All colleagues receive information about the school’s safeguarding arrangements, the school’s safeguarding statement, Colleague Code of Conduct (including acceptable use of technology, colleague and young person relationship boundaries and communications, including the use of social media), child protection policy, the safeguarding response for young people who go missing from education, the role and names of the Designated Safeguarding Lead and their deputies, will abide by and sign to say they have read it and that they know to whom to address any questions.
	3. All colleagues receive safeguarding and child protection training, including online safety, at induction in line with advice from [Devon Children and Families Partnership](https://www.dcfp.org.uk/) which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
	4. All colleagues are trained in and receive regular updates in online safety and reporting concerns, specifically through annual Prevent training to prevent radicalisation;
	5. All colleagues and governors have regular child protection awareness training, updated by the DSL and DDSLs as appropriate, to maintain their understanding of the signs and indicators of abuse;
	6. The child protection policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school website.
	7. All parents/carers are made aware of the responsibilities of colleagues with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the school’s documentation.
	8. The school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans, and has enrolled in the Rights for Children Portal as run by Devon County Council;
	9. Our vetting policy will seek to ensure the suitability of adults working with young people on school sites at any time for example, by having evidence of DBS checks having been undertaken.
	10. Community users organising activities for children are aware of the school’s Child Protection Policy, guidelines and procedures;
	11. The name of the designated colleagues for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly displayed in the school with a statement explaining the school’s role in referring and monitoring cases of suspected abuse;
	12. All Governors will be given a copy of *Part 2 and Annex A of Keeping Children Safe in Education 2020* and will sign to say they have read and understood it and that they know to whom to address any questions.
1. **Roles and Responsibilities**

All members of governance understand and fulfil their responsibilities, namely, to ensure that;

* 1. There is a Child Protection and Safeguarding policy together with a colleague code of conduct;
	2. Child protection, safeguarding, recruitment and disciplinary policies and procedures, including the colleague code of conduct, are consistent with Devon Children and Families Partnership and statutory requirements, are reviewed annually and that the Child Protection policy is publicly available on the school website or by other means;
	3. All colleagues, including temporary colleagues and volunteers, are provided with the school’s child protection policy and colleague code of conduct;
	4. All colleagues have read *Keeping Children Safe in Education (2020) part 1 and Annex A* and that mechanisms are in place to assist colleagues in understanding and discharging their roles and responsibilities as set out in the guidance.
	5. The school operates a safer recruitment procedure that includes statutory checks on colleague suitability to work with young people and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;
	6. The school has procedures for dealing with allegations of abuse against colleagues (including the Principal), volunteers and against other young people and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
	7. Ensure that colleagues have due regard to relevant data protection principles that allow them to share (and withhold) personal information
	8. A member of Governance, usually the Lead, is nominated to liaise with the Local Authority (LA) on Child Protection issues and in the event of an allegation of abuse made against the Principal
	9. A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder’s job description;
	10. On appointment, the DSL and deputy(ies) undertake appropriate identified training offered by Devon Children and Families Partnership (DCFP) or other provider every two years;
	11. Ensure the school has clear systems and processes in place for identifying possible mental health problems in young people, including clear routes to escalate concerns and clear referral and accountability systems
	12. All other colleagues have safeguarding training updated as appropriate;
	13. At least one member of the governing body has completed safer recruitment training to be repeated every five years.
	14. Young people are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through relationship and sex education (RSE);
	15. Appropriate safeguarding responses are in place for young people who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
	16. Appropriate online filtering and monitoring systems are in place such as CPOMS;
	17. Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors;
	18. any weaknesses in Child Protection are remedied immediately;

The Principal will ensure that;

* 1. The Child Protection and Safeguarding Policy and procedures are implemented and followed by all colleagues;
	2. Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy DSLs to carry out their roles effectively, including the assessment of young people and attendance at strategy discussions and other necessary meetings;
	3. Where there is a safeguarding concern that the young person’s wishes and feelings are taken into account when determining what action to take and what services to provide;
	4. Systems are in place for young people to express their views and give feedback which operate with the best interest of the young person at heart;
	5. All colleagues feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
	6. That young people are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
	7. They liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a colleague or volunteer;
	8. Anyone who has harmed or may pose a risk to a young person is referred to the Disclosure and Barring Service.

The Designated Safeguarding Lead;

* 1. Holds ultimate responsibility for safeguarding and child protection in the school and is a member of the Core Team;
	2. Act as the main point of contact with the three safeguarding partners and the child death review partner;
	3. Understand when they should consider calling the police, in line with the National Police Chiefs’ Council (NPCC) [guidance](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf)
	4. Acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
	5. Encourages a culture of listening to young people and taking account of their wishes and feelings;
	6. Is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
	7. Will refer a young person if there are concerns about possible abuse, to the MASH3, and act as a focal point for colleagues to discuss concerns. Enquiries4 must be followed up in writing, if referred by telephone;
	8. Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a young person, even if there is no need to make an immediate referral;
	9. Will ensure that all such records are kept confidential, stored securely and are separate from a young person’s records, until the young person’s 25th birthday;
	10. Will ensure that an indication of the existence of the additional file is marked on the young person’s records;
	11. Will ensure that when a young person leaves the school, their child protection file is passed to the new school (separately from the main young person file) as soon as possible, ensuring secure transit and that confirmation of receipt is obtained; in addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a young person leaving. For example, information that would allow the DSL of the new school to continue supporting victims of abuse and have that support in place for when the young person arrives. All transfers of information should be made securely.
	12. Will liaise with the Local Authority and work with other agencies and professionals in line with *Working Together to Safeguard Children*;
	13. Has a working knowledge of Devon Children and Families Partnership (DCFP) procedures;
	14. Will ensure the best educational outcomes by identifying at-risk young people to colleagues so that all relevant personnel understand the young person’s educational and welfare needs;
	15. Support colleagues to identify the challenges the at-risk may face and the additional academic support and adjustments they can make to support these young people;
	16. Will ensure that either they, or another colleague, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the home;
	17. Will ensure that any young person currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker;
	18. Will ensure that all colleagues sign to say they have read, understood and agree to work within the School’s child protection policy, colleague code of conduct and *Keeping Children Safe in Education Part 1 and annex A* and ensure that the policies are used appropriately;
	19. Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all colleagues, keep a record of attendance and address any absences;
	20. Will contribute to and provide, with the Principal and Governance Lead, the “*Audit of Statutory Duties and Associated Responsibilities*” to be submitted annually to the Education Safeguarding Team at Devon County Council;
	21. Has an understanding of locally agreed processes for providing early help and intervention and will support colleagues where Early Help is appropriate;
	22. Will ensure that the name of the designated colleagues for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.
		1. All new enquiries go to the [MASH](#bookmark=id.1v1yuxt); DSLs can consult on 0345 155 1071. In an emergency out of hours referrals can be made to the Emergency Duty Team on 0845 6000 388 or Police.

The Deputy Designated Safeguarding Lead(s) will;

* 1. Is trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of young people. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All School Colleagues;

* 1. Understand that it is everyone’s responsibility to safeguard and promote the welfare of young people and that they have a role to play in identifying concerns, sharing information and taking prompt action;
	2. Consider, at all times, what is in the best interests of the young person;
	3. Know how to respond to a young person who discloses abuse through delivery of *‘Working together to Safeguard Children’ (2018),* and *‘What to do if you suspect a Child is being Abused’ (2015);*
	4. Will refer any safeguarding or child protection concerns to the DSL or if necessary where the young person is at immediate risk to the police or MASH;
	5. Are aware of the Early Help process and understand their role within it including identifying emerging problems for young people who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, colleagues may act as the Lead Professional in Early Help Cases.
	6. Will work to provide a safe environment in which young people can thrive;
	7. Will be aware of the *case resolution protocol of duty to report concerns* if the DSL fails to do so.
1. **Confidentiality**
	1. The Wildings recognises that in order to effectively meet a young person’s needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with *Working Together to Safeguard Children (2018)* and share information between professionals and agencies where there are concerns.
	2. All Colleagues must be aware that they have a professional responsibility to share information with other agencies in order to safeguard young people and that the *Data Protection Act 1998* is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
	3. All colleagues must be aware that they cannot promise a young person to keep secrets which might compromise the young person’s safety or wellbeing.
	4. However, we also recognise that all matters relating to child protection are personal to young people and families. Therefore, in this respect they are confidential, and the Principal or DSL’s will only disclose information about a young person to other colleagues on a need to know basis.
	5. We will always undertake to share our intention to refer a young person to MASH with their parents /carers unless to do so could put the young person at greater risk of harm or impede a criminal investigation. If in doubt, we will contact the MASH consultation line.
2. **Child Protection Procedures**
	1. Abuse and neglect are forms of maltreatment of a young person. Somebody may abuse or neglect a young person by inflicting harm or by failing to act to prevent harm. Young people may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another young person or people.
	2. Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a young person may be being abused, can be found in appendices 1 and 2.
	3. Any young person in any family in any school could become a victim of abuse. Colleagues should always maintain an attitude of “It could happen here”.
	4. There are also a number of specific safeguarding concerns that we recognise our young people may experience;
		1. Young person missing from education
		2. Young person missing from home or care
		3. Child sexual exploitation (CSE)/ child criminal exploitation (CCE)
		4. Bullying including cyberbullying
		5. Domestic abuse
		6. Drugs
		7. Fabricated or induced illness
		8. Faith abuse
		9. Female genital mutilation (FGM)
		10. Forced marriage
		11. Gangs and youth violence
		12. Gender-based violence/violence against women and girls (VAWG)
		13. Gender identity abuse and exploitation
		14. Mental health (including self-harm)
		15. Private fostering
		16. Radicalisation
		17. Youth produced sexual imagery (sexting)
		18. Teenage relationship abuse
		19. Trafficking
		20. Peer on peer abuse
		21. Upskirting
		22. Serious Violence
	5. Colleagues are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put young people in danger and that safeguarding issues can manifest themselves via peer on peer abuse.
	6. We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Colleagues are aware that in most cases multiple issues will overlap one another.
	7. Concerns about a young person’s welfare:
		1. If Colleagues notice any indicators of abuse/neglect or signs that a young person may be experiencing a safeguarding issue they should record these concerns on CPOMS and pass it to the DSL. They may also discuss their concerns in person with the DSL, but the details of the concern should be recorded in writing.
		2. There will be occasions when colleagues may suspect that a young person may be at risk but have no ‘real’ evidence. The young person’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
		3. The Wildings recognises that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a young person is being abused or is in need of safeguarding.
		4. In these circumstances, colleagues will try to give the young person the opportunity to talk. It is fine for colleagues to ask the young person if they are okay or if they can help in any way.
		5. Colleagues should use CPOMS to record these early concerns.
		6. Following an initial conversation with the young person, if the colleague remains concerned, they should discuss their concerns with the DSL and put them in writing as an incident on CPOMS.
		7. If the young person does begin to reveal that they are being harmed, colleagues should follow the advice below regarding a young person making a disclosure.
	8. If a young person discloses to a colleague:
		1. We recognise that it takes a lot of courage for a young person to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that was has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
		2. A young person who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.
		3. During their conversation with the young person, colleagues will;
			1. Listen to what the young person has to say and allow them to speak freely
			2. Remain calm and not overact or act shocked or disgusted – the young person may stop talking if they feel they are upsetting the listener
			3. Reassure the young person that it is not their fault and that they have done the right thing in telling someone
			4. Not be afraid of silences – colleagues must remember how difficult it is for the young person and allow them time to talk
			5. Take what the young person is disclosing seriously
			6. Ask open questions and avoid asking leading questions
			7. Avoid jumping to conclusions, speculation or make accusations
			8. Not automatically offer any physical touch as comfort. It may be anything but comforting to a young person who is being abused.
			9. Avoid admonishing the young person for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the colleague’s way of being supportive but may be interpreted by the young person to mean they have done something wrong.
			10. Tell the young person what will happen next.
		4. If a young person talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.
		5. The member of staff should write up their conversation as soon as possible on to CPOMS, in the child’s own words. This may be written as an electronic document or written on to paper. Staff should make this a matter of priority. If on paper, the record should be signed and dated. All electronic or paper logs require the member of staff’s name to be written on and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL if on paper.
	9. Notifying Parents/Carers:
		1. The School will normally seek to discuss any concerns about a young person with their parents/carers/Social Workers. This must be handled sensitively and the DSL/DDSL will make contact with the parent in the event of a concern, suspicion or disclosure.
		2. However, if the school believes that notifying parents/carers could increase the risk to the young person or exacerbate the problem, advice will first be sought from the MASH e.g. familial sexual abuse
		3. Where there are concerns about forced marriage or honour based violence parents/carers should not be informed a referral is being made as to do so may place the young person at a significantly increased risk. In some circumstances it would be appropriate to contact the police.
	10. Making a referral
		1. Concerns about a young person or a disclosure should be immediately raised with the DSL or DDSLs who will help decide whether a referral to children’s MASH or other support is appropriate in accordance with Devon Children and Families Partnership (DCFP) Threshold Tool
		2. If a referral is needed, then the DSL and/or DDSLs should make this rapidly and systems should be in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn’t been made, they can and should consider making a referral themselves. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
		3. If, after a referral, the child’s situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child’s situation improves.
		4. If a child is in immediate danger or is at risk of harm a referral should be made to children’s MASH and/or the police immediately. Anybody can make a referral.
		5. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.
	11. Supporting Colleagues:
		1. We recognise that colleagues working in the school who have become involved with a young person who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
		2. We will support these colleagues by providing an opportunity to talk through their anxieties with the DSL and/or DDSLs and to seek further support as appropriate. Supervision for key Champions happens at least termly.

1. **Children who are particularly vulnerable**
	1. The Wildings recognises that some young people are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some young people.
	2. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge young people’s diverse circumstances, rather than the individual young person’s personality, impairment or circumstances.
	3. In some cases, possible indicators of abuse, such as a young person’s mood, behaviour or injury might be assumed to relate to the young person’s impairment or disability rather than giving a cause for concern. Or a focus may be on the young person’s disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the young person may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.
	4. Some young people may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.
	5. Any young person may benefit from Early Help, but all colleagues should be particularly alert to the potential need for Early Help for a young person who:
		1. Is disabled and has specific additional needs;
		2. Has special educational needs (whether or not they have a statutory education, health and care plan);
		3. Is a young carer;
		4. Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
		5. Is frequently missing/goes missing from care or from home;
		6. Is misusing drugs or alcohol themselves;
		7. Is at risk of modern slavery, trafficking or exploitation;
		8. Is in a family circumstance presenting challenges for the young person, such as substance abuse, adult mental health problems or domestic abuse; has returned home to their family from care;
		9. Is showing early signs of abuse and/or neglect;
		10. Is at risk of being radicalised or exploited;
		11. Is a privately fostered young person.
		12. Has an imprisoned parent
2. **Anti-Bullying/Cyberbullying**
	1. Our Anti Bullying Policy and Cyberbullying Policy are set out in separate documents and acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All colleagues are aware that young people with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.
	2. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Principal and the DDSL will consider implementing child protection procedures.
	3. The subject of bullying is addressed at regular intervals in PSHE education.

1. **Racist Incidents**
	1. Our Anti Bullying Policy acknowledges that repeated racist incidents or a single serious incident may lead to certain actions and sanctions being applied. This may also lead to consideration under child protection procedures. We keep a record of racist incidents and report them to the Local Authority.
2. **Radicalisation and Extremism**
	1. The *Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015* places a duty on education and other children’s services to have due regard to the need to prevent people from being drawn into terrorism.
	2. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies
	3. Extremism is defined as ‘as ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
	4. Terrorism refers to an action that endangers or causes serious violence to a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause
	5. Some young people are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.
	6. The Wildings is clear that exploitation of vulnerable young people and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing young people from being drawn into terrorism6.
	7. The Wildings seeks to protect young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. Colleagues receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in [Appendix 6.](#bookmark=id.vx1227)
	8. Opportunities are provided in the curriculum to enable young people to discuss issues of religion, ethnicity and culture and the school follows the DfE advice *Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)*.
	9. The school governors, the Principal and the Deputy Designated Safeguarding Lead (DDSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school’s profile, community and philosophy. There is a school policy written for Preventing Radicalisation with further details.
	10. When any colleague has concerns that a young person may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL or DDSL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
3. **Domestic Abuse**
	1. Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability.
	2. Domestic abuse can also involve other types of abuse.
	3. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
	4. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
	5. Living in a home where domestic abuse takes place is harmful to young people and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships.
	6. Young people who witness domestic abuse are at risk of significant harm and colleagues are alert to the signs and symptoms of a young person suffering or witnessing domestic abuse ([See Appendix 5](#bookmark=id.2grqrue)).
4. **Child Sexual Exploitation (CSE)**
	1. Child sexual exploitation is a form of child sexual abuse.
	2. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a young person under the age of 18 into sexual activity:
		1. in exchange for something the victim needs or wants, and/or
		2. for the financial advantage or increased status of the perpetrator or facilitator.
	3. The victim may have been sexually exploited even if the sexual activity appears consensual.
	4. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
	5. More information and the indicators of CSE is set out in [Appendix 3](#bookmark=id.1hmsyys). CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.
	6. Any concerns that a young person is being or is at risk of being sexually exploited should be passed without delay to the DSL. The Wildings is aware there is a clear link between regular school absence/truanting and CSE. Colleagues should consider a young person to be at potential CSE risk in the case of regular school absence/truanting and make reasonable enquiries with the young person and parents to assess this risk.
	7. The DSL will use the Devon Children and Families Partnership (DCFP)’s CSE Screening Tool on all occasions when there is a concern that a young person is being or is at risk of being sexually exploited or where indicators have been observed. that are consistent with a young person who is being or who is at risk of being sexually exploited.
	8. In all cases if the tool identified any level of concern the DSL/DDSL should contact their local [Missing And Child Exploitation Meeting (MACE)](https://www.dcfp.org.uk/child-abuse/child-sexual-exploitation/child-exploitation-information-for-professionals/) and email the completed part 1 of the Safer Me Assessment along with a MASH enquiry form to MACE email box. If a young person is in immediate danger, the police should be called on 999.
	9. The Wildings is aware that young people are often not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, a young person may resent what they perceive as interference by colleagues. However, colleagues must act on their concerns as they would for any other type of abuse.
	10. The Wildings includes the risks of sexual exploitation in the PSHE and SRE curriculum. Young people will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.
5. **Child Criminal Exploitation (CCE)**
	1. Child criminal exploitation is a form of child criminal abuse.
	2. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a young person under the age of 18 into criminal activity:
		1. in exchange for something the victim needs or wants, and/or
		2. for the financial advantage or increased status of the perpetrator or facilitator.
	3. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.
	4. CCE can happen online and offline and all colleagues should be aware of the link between online safety and vulnerability to CCE.
	5. Any concerns that a young person is being or is at risk of being criminally exploited should be passed without delay to the DSL. The Wildings is aware there is a clear link between regular school absence/truanting and CCE. Colleagues should consider a young person to be at potential CCE risk in the case of regular school absence/truanting and make reasonable enquiries with the young person and home to assess this risk.
	6. The DSL will use the Devon Children and Families Partnership (DCFP)’s Screening Tool on all occasions when there is a concern that a young person is being or is at risk of being criminally exploited or where indicators have been observed, that are consistent with a young person who is being or who is at risk of being criminally exploited.
	7. In all cases if the tool identified any level of concern the DSL/DDSL should contact their local [Missing And Child Exploitation Meeting (MACE)](https://www.dcfp.org.uk/child-abuse/child-sexual-exploitation/child-exploitation-information-for-professionals/) and email the completed part 1 of the Safer Me Assessment along with a MASH enquiry form to MACE email box. If a young person is in immediate danger, the police should be called on 999.
	8. The Wildings is aware that young people are often not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, a young person may resent what they perceive as interference by colleagues. However, colleagues must act on their concerns as they would for any other type of abuse.
	9. The Wildings includes the risks of criminal exploitation in the PSHE and SRE curriculum. Young people will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CCE, including online, and knowing how and where to get help.
6. **Female Genital Mutilation (FGM)**
	1. Female Genital Mutilation (FGM) is illegal in England and Wales under the *FGM Act (2003).* It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report ‘known’ cases of FGM in under 18s, which are identified in the course of their professional work, to the police.
	2. The duty applies to all colleagues in The Wildings who are employed or engaged to carry out ‘teaching work’ in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to record their concerns to CPOMS immediately and specifically speak the DSL/DDSLs.
	3. If a colleague is informed by a girl under 18 that an act of FGM has been carried out on her or a colleague observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth, the DSL/DDSL, with the colleague, is likely to make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.
	4. Colleagues are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per The Wildings child protection procedures. Colleagues should be particularly alert to suspicions or concerns expressed by female young persons about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.
	5. Where there is a risk to life or likelihood of serious immediate harm the colleague should report the case immediately to the police, including dialling 999 if appropriate.
	6. There are no circumstances in which a colleague should examine a girl.
7. **Forced Marriage**
	1. A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
	2. Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the *Anti-Social Behaviour, Crime and Policing Act 2014*.
	3. A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.
	4. Colleagues should never attempt to intervene directly as a school or through a third party. Contact should be made with the [MASH](#bookmark=id.1v1yuxt).
8. **Honour-based Violence**
	1. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
	2. Honour based violence might be committed against people who;
		1. become involved with a boyfriend or girlfriend from a different culture or religion;
		2. want to get out of an arranged marriage;
		3. want to get out of a forced marriage;
		4. wear clothes or take part in activities that might not be considered traditional within a particular culture.
	3. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.
9. **One Chance Rule**
	1. All colleagues are aware of the ‘One Chance’ Rule’ in relation to forced marriage, FGM and HBV. Colleagues recognise they may only have one chance to speak to a young person who is a potential victim and have just one chance to save a life.
	2. At The Wildings, we are aware that if the victim is not offered support following disclosure that the ‘One Chance’ opportunity may be lost. Therefore, all colleagues are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.
10. **Private Fostering Arrangements**
	1. A private fostering arrangement occurs when someone other than a parent or close relative cares for a young person for a period of 28 days or more, with the agreement of the young person’s parents. It applies to young people under the age of 16 or 18 if the young person is disabled.
	2. Young people looked after by the local authority or who are placed in residential schools, children’s homes or hospitals are not considered to be privately fostered.
	3. Private fostering occurs in all cultures, including British culture and young people may be privately fostered at any age.
	4. The Wildings recognises that most privately fostered young people remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all colleagues are alert to possible safeguarding issues, including the possibility that the young person has been trafficked into the country.
	5. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children’s services as soon as possible. However, where a colleague becomes aware that a young person may be in a private fostering arrangement, they will raise this will the DSL and the DSL will notify MASH of the circumstances.
11. **Looked After Children (LAC) and previously Looked After Children**
	1. The most common reason for young people becoming looked after is as a result of abuse and neglect. The Wildings ensures that colleagues have the necessary skills and understanding to keep LAC/previously LAC safe.
	2. Appropriate colleagues have information about a young person’s looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the young person and contact arrangements with birth parents or those with parental responsibility.
	3. The designated teacher for LAC (Mike Rees-Lee) and the DSL, DDSL have details of the young person’s social worker and the name and contact details of the Devon County Council’s virtual school head for children in care.
	4. The designated teacher for LAC works with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of LAC in the school and meet the needs in the young person’s personal education plan. The designated teacher will follow the statutory guidance ‘Promoting the education of Looked After Children’.
	5. If the young person is the responsibility of a body or authority other than Devon County Council, then the appropriate child-centred protocols will be followed.
12. **Children Missing Education**
	1. Attendance, absence and exclusions are closely monitored. The school will hold more than one emergency contact number for young people where reasonably possible. A young person going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.
	2. The DSL and DDSLs will ensure that the attendance team monitor unauthorised absences and take appropriate action including notifying the local authority particularly where young people go missing on repeat occasions and/or are missing for periods during the school day in conjunction with *‘Children Missing Education: Statutory Guidance for Local Authorities*.
	3. Colleagues must be alert to signs of young people at risk of travelling to conflict zones, female genital mutilation and forced marriage.
13. **Online Safety**
	1. Our young people increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and Oovoo.
	2. Unfortunately, some adults and other young people use these technologies to harm young people. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing young people to engage in sexual behaviour such as webcam photography or face-to-face meetings.
	3. Young people may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders
	4. The Wildings has an Online Safety Policy which explains how we try to keep young people safe in school and how we respond to online safety incidents (See flowchart, [Appendix 7](#_heading=h.4d34og8)).
	5. Young people are taught about online safety throughout the curriculum and all colleagues receive online safety training which is regularly updated.
	6. Where pupils need to learn online from home, the school will support them to do so safely in line with the remote learning policy and government [guidance](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19)
14. **Child on Child Sexual Violence and Sexual Harassment**
	1. The Principal (DSL), Deputy DSLs and Governing Board will take due regard to *Section 5, KCSiE 2019.*
	2. In most instances, the conduct of young people towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The Wildings recognise that young people are capable of abusing their peers. It will not be passed off as ‘banter’ or ‘part of growing up’.
	3. The forms of peer on peer abuse are outlined below.
		1. Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
		2. Child Sexual Exploitation – young people under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
		3. Harmful Sexual Behaviour – young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others (For more information, please see [Appendix 2](#bookmark=id.32hioqz)).
		4. Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19’ i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences. All colleagues will receive training so that they are aware of indicators which may signal that young people are at risk from or involved with serious violent crime.
		5. Upskirting – which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
	4. The term peer-on-peer abuse can refer to all of these definitions and a young person may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.
	5. There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).
	6. The Wildings aims to reduce the likelihood of peer on peer abuse through;
		1. the established ethos of equality, connection, democracy and self-awareness;
		2. high expectations related to communication (see Communication Policy);
		3. clear support around communication (see Communication Policy);
		4. providing a developmentally appropriate PSHE curriculum which develops young peoples’ understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
		5. systems for any young person to raise concerns with colleagues, knowing that they will be listened to, valued and believed;
		6. robust risk assessments and providing targeted work for young people identified as being a potential risk to other young people and those identified as being at risk.
		7. Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, The Wildings will also educate young people in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
	7. Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL/DDSL using The Wildings [child protection procedures](#bookmark=id.26in1rg) as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from the MASH and where it is clear a crime has been committed or there is a risk of crime being committed, the Police will be contacted.
	8. Working with external agencies the school will respond to the unacceptable behaviour. If a young person’s behaviour negatively impacts on the safety and welfare of other young persons, then safeguards will be put in place to promote the well-being of the young persons affected and the victim and perpetrator will be provided with support.
15. **Youth produced sexual imagery (sexting)**
	1. The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given young people the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.
	2. Youth produced sexual imagery refers to both images and videos where;
		1. A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
		2. A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
		3. A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
	3. All incidents of this nature should be treated as a safeguarding concern and in line with the [UK Council for Internet Safety (UKCIS)](https://www.gov.uk/government/organisations/uk-council-for-internet-safety) guidance [*‘Sexting in schools and colleges: responding to incidents and safeguarding young people’*](https://www.gov.uk/government/publications/sexting-in-schools-and-colleges)*.*
	4. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.
	5. If a colleague becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible.
	6. The colleague should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off.
	7. Colleagues should not view, copy or print the youth produced sexual imagery.
	8. It may be necessary for a DSL to view the image, following guidance from the *UKCIS ‘Sexting in schools and colleges’ document pages 15-16.*
	9. The DSL should hold an initial review meeting with appropriate colleagues and subsequent interviews with the young people involved (if appropriate).
	10. Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the young person at risk of harm.
	11. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the MASH or the Police as appropriate.
	12. Immediate referral at the initial review stage should be made to the MASH/Police if;
		1. The incident involves an adult;
		2. There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
		3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person’s development stage or are violent;
		4. The imagery involves sexual acts;
		5. The imagery involves anyone aged 12 or under;
		6. There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example the young person is presenting as suicidal or self-harming.
	13. If none of the above apply then the DSL/DDSL will use their professional judgement to assess the risk to young people involved and may decide, with input from the Principal, to respond to the incident without escalation to the MASH or the police. Such decisions will be recorded.
	14. In applying judgement, the DSL/DDSL will consider if;
		1. there is a significant age difference between the sender/receiver;
		2. there is any coercion or encouragement beyond the sender/receiver;
		3. the imagery was shared and received with the knowledge of the young person in the imagery;
		4. the young person is more vulnerable than usual i.e. at risk;
		5. there is a significant impact on the children involved;
		6. the image is of a severe or extreme nature;
		7. the young person involved understands consent;
		8. the situation is isolated or if the image been more widely distributed;
		9. there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
		10. The young people have been involved in incidents relating to youth produced imagery before.
		11. If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or the MASH. Otherwise, the situation will be managed within the school.
	15. The DSL/DDSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.
16. **Mental Health**
	1. All colleagues will be made aware that mental health problems can, in some cases, be an indicator that a young person has suffered, or is at risk of suffering abuse, neglect or exploitation;
	2. Colleagues will not attempt to make a diagnosis of a mental health problems – the school will make sure this is done by a trained mental health professional;
	3. Colleagues will be encouraged to identify young peopls whose behaviour suggests they may be experiencing a mental health problem or at risk of developing one;
	4. Colleagues who have a mental health concern about a young person that is also a safeguarding concern will act in line with this policy and speak to the DSL or Deputy.
	5. The school will access a range of advice to help them identify young people in need of additional mental health support, including working with external agencies.
17. **Homelessness**

27.1 The DSL and Deputy will be aware of the contact details and referral routes into the Local House Authority so that concerns over homelessness can be raised as early as possible.

27.2 Indicators that a family may be at risk of homelessness include the following:

 \* Household debt

 \* Rent Arrears

 \* Domestic Abuse

 \* Anti-Social Behaviour

 \* Any mention of a family moving home “because they have to”

27.3 Referrals to the Housing Agency do not replace MASH referrals where a young person is being harmed or at risk of harm.

27.4 For 16 and 17 year olds, homelessness may not be family based and referrals to MASH will be made as necessary where concerns are raised.

1. **County Lines**

28.1 For the purpose of this policy “County Lines” refers to organised criminal networks or gangs exploiting young people to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by young people for the purpose of criminal activity;

28.2 Colleagues will be made aware of young people with missing episodes who may have been trafficked for the purpose of transporting drugs;

28.3 Colleagues who suspect a young person may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL;

28.4 The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation;

* 1. Indicators that a young person may be involved in county lines activity include the following:
		1. Persistently going missing or being found out of their usual area
		2. Unexplained acquisition of money, clothes or mobile phones
		3. Excessive receipt of texts or phone calls
		4. Relationships with controlling or older individuals or groups
		5. Leaving home without explanation
		6. Evidence of physical injury or assault without explanation
		7. Carrying weapons
		8. Sudden decline in school results/attendance
		9. Becoming isolated from peers or social networks
		10. Self-harm or significant changes in mental state
		11. Parental/carer reports of concern
1. **Allegations against Colleagues**
	1. If a colleague has concerns about another colleague (Including supply colleagues and volunteers) it will be raised with the Principal;
	2. All allegations against colleagues, supply colleagues and volunteers will be dealt with in line with the school’s Allegations against staff policy a copy of which will be provided to and understood by all colleagues
	3. The school will ensure that all allegations against colleagues, including those who are not employees of the school are dealt with appropriately and the school will liaise with relevant parties
	4. When using an agency to access supply colleagues the school will inform them of its processes for managing allegations, including any updates wot the relevant policies and liaise with the agencies human resources manager where necessary
	5. All colleagues should take care not to place themselves in a vulnerable position with a young person. It is always advisable for interviews or work with individual young people or parents to be conducted in view of other adults.
	6. Guidance about conduct and safe practice, including safe use of mobile phones by colleagues and volunteers will be given at induction.
	7. We understand that a young person may make an allegation against a colleague, or colleague may have concerns about another colleague.
	8. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with young people, the colleague receiving the allegation or aware of the information, will immediately inform the Principal.
	9. Any allegation of abuse made against staff members including those that meets the harms test will be dealt with in accordance to school policy
	10. For the purpose of this policy the “harms test” refers to a situation where a person would pose as a risk of harm if they continued to work in regular or close contact with pupils in their present position or in any capacity;
	11. The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)15 at the earliest opportunity and before taking any further action.
	12. If the allegation made to a colleague concerns the Principal, the person receiving the allegation will immediately inform the Governance Lead who will consult the LADO as above, without notifying the Principal first.
	13. The school will follow the Devon procedures for managing allegations against colleagues, procedures set out in *Keeping Children Safe in Education* and the school’s Disciplinary policy and procedures.
	14. Suspension of the colleague, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and an HR Consultant in making this decision.
	15. In the event of an allegation against the Principal, the decision to suspend will be made by either the the Governance Lead, with advice as above.
	16. Colleagues, parents and governors are reminded that publication of material that may lead to the identification of a colleague who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.
2. **Safer Recruitment**
	1. An enhanced DBS check with barred list information will be undertaken for all colleagues engaged in regulated activity. A person will be considered to be in ‘regulated activity’ if, as a result of their work, they:
		1. Are responsible on a daily basis for the care or supervision of young people.
		2. Regularly work in the school at times when young people are on the premises.
		3. Regularly come into contact with young people under 18 years of age.
	2. The DfE’s [DBS Workforce Guides](https://www.gov.uk/government/publications/dbs-workforce-guidance) will be consulted when determining whether a position fits the child workforce criteria
	3. **Pre-Employment Checks:** The governing board will assess the suitability of prospective employees by:
		1. Verifying the candidate’s identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
		2. Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
		3. Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
		4. Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services’ System.
		5. Verifying the candidate’s mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
		6. Checking the person’s right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
		7. If the person has lived or worked outside of the UK, making further checks that the school considers appropriate, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
		8. Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
		9. Confirming that an individual taking up a management position is not subject to a section 128 direction
	4. An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.
	5. **Governors –** An enhanced DBS check will be carried out for each member of the governing body
	6. Where a governor also engages in any regulated activity, a barred list check will also be requested
	7. The school will carry out a section 128 check on governors, because a person subject to one is disqualified from being a governor. The school will check if a proposed governor is barred due to a section 128 order by contacting TRA using the Teacher Services webpage
	8. For those who have lived or worked outside of the UK additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed
	9. **Barred list check:** An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check
	10. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity the three months prior to appointment
	11. Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete
	12. **References** will be obtained directly from referees and scrutinised with all concerns satisfactorily resolved prior to confirmation of employment
	13. Reference will only be accepted from a senior person and not from a colleague
	14. References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily
	15. Reference will be obtained prior to interviews taking place and discussed during interviews
	16. Open testimonials will not be considered
	17. Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant’s suitability for a post
	18. Information sources directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source
	19. **Contractors:** The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
	20. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.
	21. Contractors without a DBS check will be supervised if they will have contact with young people. The identity of the contractor will be checked upon their arrival at the school.
	22. **Data Retention –** DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt
	23. A copy of the other documents used to verify the successful candidate’s identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee’s employment plus six years.
	24. **Referral to the DBS -** The school will refer to the DBS anyone who has harmed a young person or poses a risk of harm to a young person, or if there is reason to believe the colleagues has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.
	25. **Ongoing suitability -** Following appointment, consideration will be given to colleagues and volunteers’ ongoing suitability – to prevent the opportunity for harm to young people or placing young people at risk.
3. **Single Central Register**

 31.1 The school keeps an SCR which records all colleagues, including supply colleagues and teacher trainees on salaried routes, who work at the school.

* 1. The following information is recorded on the SCR:
		1. An identity check
		2. A barred list check
		3. An enhanced DBS check
		4. A prohibition from teaching check
		5. A section 128 check
		6. A check of professional qualifications
		7. A check to determine the individual’s right to work in the UK
		8. Additional checks for those who have lived or worked outside of the UK
	2. For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the colleague has been received which indicated that all the necessary checks have been conducted and the date that confirmation was received.
	3. If any checks have been conducted for volunteers, this will also be recorded on the SCR.
	4. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded

1. **Whistleblowing**
	1. We recognise that young people cannot be expected to raise concerns in an environment where colleagues fail to do so.
	2. All colleagues should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school’s safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.
	3. The NSPCC whistleblowing helpline is available for colleagues who do not feel able to raise concerns regarding child protection failures internally. Colleagues can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
	4. Whistleblowing re the Principal should be made to the Governance Lead whose contact details are readily available to colleagues.
2. **Physical Intervention**
	1. We acknowledge that colleagues must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be for the minimum duration and with the minimal amount of force necessary to prevent injury to another person.
	2. Such events should be recorded and signed by a witness.
	3. All colleagues within the Wildings will be appropriately trained in line with the schools Colleague Code of Conduct, even if they are only likely to act as a witness.
	4. We understand that physical intervention of a nature which causes injury or distress to a young person may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context or working with young people, and all colleagues have been given *‘Safe Practice’ guidance* to ensure they are clear about their professional boundary.
3. **Confidentiality, sharing information and GDPR**
	1. All Colleagues will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the young person and colleagues involved, but also to ensure that information being released into the public domain does not compromise evidence.
	2. Colleagues should only discuss concerns with the DSL/DDSL, Principal or Governance Lead (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.
	3. However, following a number of cases where senior leaders in school had failed to act upon concerns raised by colleagues, *Keeping Children Safe in Education (2019*) emphasises that any colleague can contact children’s social care if they are concerned about a young person.
	4. Child protection information will be stored and handled in line with the *Data Protection Act* *GDPR 2018* and *HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018*.
	5. Information sharing is guided by the following principles. The information is:
		1. necessary and proportionate
		2. relevant
		3. adequate
		4. accurate
		5. timely
		6. secure
4. **Linked policies**
	1. This policy also links to our policies on:
* Communication
* Code of Conduct
* Whistleblowing
* Anti-bullying (statement of intent)
* Health & Safety
* Disciplinary Policy and Procedure
1. **Monitoring and Review**
	1. This policy will be reviewed on an annual basis. The next date for review is February 2022
	2. Any changes to this policy will be communicated to all Wildings colleagues and published on the school website.
2. **Appendix 1: Recognising signs of child abuse**
	1. Categories of Abuse:
		1. Physical Abuse
		2. Emotional Abuse (including Domestic Abuse)
		3. Sexual Abuse (including child sexual exploitation)
		4. Neglect
	2. Signs Abuse of in young people:
		1. The following non-specific signs may indicate something is wrong:
			1. Significant change in behaviour
			2. Extreme anger or sadness
			3. Aggressive and attention-seeking behaviour
			4. Suspicious bruises with unsatisfactory explanations
			5. Lack of self-esteem
			6. Self-injury
			7. Depression
			8. Age inappropriate sexual behaviour
			9. Child Sexual Exploitation
			10. Criminality
			11. Substance Abuse
		2. Risk Indicators:
			1. The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:
				1. Must be regarded as indicators of the possibility of significant harm
				2. Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
				3. May require consultation with and / or referral to Children’s Services
		3. The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:
			1. Appear frightened of the parent/s
			2. Act in a way that is inappropriate to their and development (though full account needs to be taken of different patterns of development and different ethnic groups)
			3. All colleagues, especially the DSL and Deputy, will be aware that young people can be at risk of abuse or exploitation in situations outside their families (extra-familial harms)
		4. The parent or carer may:
			1. Persistently avoid child health promotion services and treatment of the young person’s episodic illnesses
			2. Have unrealistic expectations of the young person
			3. Frequently complain about/to the young person and may fail to provide attention or praise (high criticism/low warmth environment)
			4. Be absent or misusing substances
			5. Persistently refuse to allow access on home visits
			6. Be involved in domestic abuse
	3. Colleagues should be aware of the potential risk to young people when individuals, previously known or suspected to have abused young people, move into the household.
	4. Recognising Physical Abuse:
		1. The following are often regarded as indicators of concern:
			1. An explanation which is inconsistent with an injury
			2. Several different explanations provided for an injury
			3. Unexplained delay in seeking treatment
			4. The parents/carers are uninterested or undisturbed by an accident or injury
			5. Parents are absent without good reason when their young person is presented for treatment
			6. Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
			7. Family use of different doctors and A&E departments
			8. Reluctance to give information or mention previous injuries
	5. Bruising
		1. Young people can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:
			1. Any bruising to a pre-crawling or pre-walking baby
			2. Bruising in or around the mouth, particularly in small babies which may indicate force feeding
			3. Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
			4. Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
			5. Variation in colour possibly indicating injuries caused at different times
			6. The outline of an object used e.g. belt marks, handprints or a hairbrush
			7. Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
			8. Bruising around the face
			9. Grasp marks on small children
			10. Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse
	6. Bite Marks
		1. Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.
		2. A medical opinion should be sought where there is any doubt over the origin of the bite.
	7. Burns and Scalds
		1. It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:
		2. Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
		3. Linear burns from hot metal rods or electrical fire elements
		4. Burns of uniform depth over a large area
		5. Scalds that have a line indicating immersion or poured liquid (a young person getting into hot water is his/her own accord will struggle to get out and cause splash marks)
		6. Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
		7. Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.
	8. Fractures
		1. Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.
		2. There are grounds for concern if:
			1. The history provided is vague, non-existent or inconsistent with the fracture type
			2. There are associated old fractures
			3. Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
			4. There is an unexplained fracture in the first year of life
	9. Scars
		1. A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.
	10. Recognising Emotional Abuse
		1. Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.
		2. The indicators of emotional abuse are often also associated with other forms of abuse.
		3. The following may be indicators of emotional abuse:
			1. Developmental delay
			2. Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
			3. Indiscriminate attachment or failure to attach
			4. Aggressive behaviour towards others
			5. Scape-goated within the family
			6. Frozen watchfulness, particularly in pre-school children
			7. Low self-esteem and lack of confidence
			8. Withdrawn or seen as a “loner” – difficulty relating to others
	11. Recognising Signs of Sexual Abuse
		1. Young people of all ages and both sexes may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a young person to talk about and full account should be taken of the cultural sensitivities of any individual young person/family.
		2. Recognition can be difficult, unless the young person discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.
		3. Some behavioural indicators associated with this form of abuse are:
			1. Inappropriate sexualised conduct
			2. Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
			3. Continual and inappropriate or excessive masturbation
			4. Self-harm (including eating disorder), self-mutilation and suicide attempts
			5. Involvement in prostitution or indiscriminate choice of sexual partners
			6. An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
		4. Some physical indicators associated with this form of abuse are:
			1. Pain or itching of genital area
			2. Blood on underclothes
			3. Pregnancy in a younger girl where the identity of the father is not disclosed
			4. Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing
	12. Recognising Neglect
		1. Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:
			1. Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
			2. A young person seen to be listless, apathetic and irresponsive with no apparent medical cause
			3. Failure of young person to grow within normal expected pattern, with accompanying weight loss
			4. Young person thrives away from home environment
			5. Young person frequently absent from school
			6. Young person left with adults who are intoxicated or violent
			7. Young person abandoned or left alone for excessive periods
3. **Appendix 2: Sexual Abuse and Sexual Harassment**
	1. The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children. Colleagues should be vigilant to:
		1. Bullying (including cyberbullying)
		2. Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
		3. Sexual violence and sexual harassment
		4. Sexting (also known as youth produced sexual imagery)
		5. Initiation/hazing type violence and rituals
		6. Upskirting
	2. **Developmental Sexual Activity** encompasses those actions that are to be expected from young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.
	3. **Inappropriate Sexual Behaviour** can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some young people, educative inputs may be enough to address the behaviour.
	4. **Abusive sexual activity** included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:
		1. **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
		2. **Consent** – agreement including all the following:
			1. Understanding that is proposed based on age, maturity, development level, functioning and experience
			2. Knowledge of society’s standards for what is being proposed
			3. Awareness of potential consequences and alternatives
			4. Assumption that agreements or disagreements will be respected equally
			5. Voluntary decision
			6. Mental competence
		3. **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.
	5. In evaluating sexual behaviour of young people, the above information should be used only as a guide. Further information and advice is available in the Devon multi-agency protocol *“Working with Sexually Active Young People”* available at [www.devon.gov.uk/safeguarding](http://www.devon.gov.uk/safeguarding) by choosing Safeguarding Children – Protocols and Guidance for Professionals.
4. **Appendix 3: Child Sexual Exploitation**
	1. The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying young people who may be victims of sexual exploitation.
	2. Signs include:
		1. going missing from home or school
		2. regular school absence/truanting
		3. underage sexual activity
		4. inappropriate sexual or sexualised behaviour
		5. sexually risky behaviour, 'swapping' sex
		6. sexually transmitted infections
		7. in girls, pregnancy, abortions, miscarriage
		8. receiving unexplained gifts or gifts from unknown sources
		9. having multiple mobile phones and worrying about losing contact via mobile
		10. online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
		11. having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
		12. changes in the way they dress
		13. going to hotels or other unusual locations to meet friends
		14. seen at known places of concern
		15. moving around the country, appearing in new towns or cities, not knowing where they are
		16. getting in/out of different cars driven by unknown adults
		17. having older boyfriends or girlfriends
		18. contact with known perpetrators
		19. involved in abusive relationships, intimidated and fearful of certain people or situations
		20. hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
		21. associating with other young people involved in sexual exploitation
		22. recruiting other young people to exploitative situations
		23. truancy, exclusion, disengagement with school, opting out of education altogether
		24. unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
		25. mood swings, volatile behaviour, emotional distress
		26. self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
		27. drug or alcohol misuse
		28. getting involved in crime
		29. police involvement, police records
		30. involved in gangs, gang fights, gang membership
		31. injuries from physical assault, physical restraint, sexual assault.
5. **Appendix 4: Female Genital Mutilation (FGM)**
	1. It is essential that colleagues are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a colleague, in the course of their work, discovers that an act of FGM appears to have been carried out, the colleague must report this to the Police.
	2. Female Genital Mutilation (FGM) is illegal in England and Wales under the *FGM Act 2003 (“the 2003 Act”).* It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons
	3. *Section 5B of the 2003 Act* introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.
	4. **What is FGM?** It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. 4 types of procedure:
		1. Type 1 Clitoridectomy – partial/total removal of clitori
		2. Type 2 Excision – partial/total removal of clitoris and labia minor
		3. Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
		4. Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.
	5. **Why is it carried out?** Belief that:
		1. FGM brings status/respect to the girl – social acceptance for marriage
		2. Preserves a girl’s virginity
		3. Part of being a woman / rite of passage
		4. Upholds family honour
		5. Cleanses and purifies the girl
		6. Gives a sense of belonging to the community
		7. Fulfils a religious requirement
		8. Perpetuates a custom/tradition
		9. Helps girls be clean / hygienic
		10. Is cosmetically desirable
		11. Mistakenly believed to make childbirth easier
	6. **Is FGM legal?** FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.
	7. Circumstances and occurrences that may point to FGM happening are:
		1. Young person talking about getting ready for a special ceremony
		2. Family taking a long trip abroad
		3. Young person’s family being from one of the ‘at risk’ communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
		4. Knowledge that the young person’s sibling has undergone FGM
		5. Young person talks about going abroad to be ‘cut’ or to prepare for marriage
	8. Signs that may indicate a child has undergone FGM:
		1. Prolonged absence from school and other activities
		2. Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
		3. Bladder or menstrual problems
		4. Finding it difficult to sit still and looking uncomfortable
		5. Complaining about pain between the legs
		6. Mentioning something somebody did to them that they are not allowed to talk about
		7. Secretive behaviour, including isolating themselves from the group
		8. Reluctance to take part in physical activity
		9. Repeated urinal tract infection
		10. Disclosure
	9. **The ‘One Chance’ rule.** As with Forced Marriage there is the ‘One Chance’ rule. It is essential that settings /schools/colleges take action without delay and make a referral to children’s services.
	10. FGM is also included in the definition of ‘honour-based’ abuse (HBA), which involves crimes that have been committed to the defend the honour of the family and/or community, alongside forced marriage and breast ironing.
6. **Appendix 5: Domestic Abuse**
	1. **How does it affect young people?** Young people can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.
	2. **What are the signs to look out for?** Young people affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a young person, think about whether domestic abuse may be a factor.
	3. **What should I do if I suspect a family is affected by domestic abuse?** Contact DSL, report on CPOM’s and for more information: <https://new.devon.gov.uk/dsva/>
7. **Appendix 6: Indicators of vulnerability to radicalisation**
	1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
	2. Extremism is defined by the Government in the Prevent Strategy as: *Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*
	3. Extremism is defined by the Crown Prosecution Service as:
		1. The demonstration of unacceptable behaviour by using any means or medium to express views which:
		2. Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
		3. Seek to provoke others to terrorist acts;
		4. Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
		5. Foster hatred which might lead to inter-community violence in the UK.
	4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
	5. Young people may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
	6. Indicators of vulnerability include:
		1. Identity Crisis – the young person / young person is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
		2. Personal Crisis – the young person / young person's may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
		3. Personal Circumstances – migration; local community tensions; and events affecting the young person/'s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
		4. Unmet Aspirations – the young people may have perceptions of injustice; a feeling of failure; rejection of civic life;
		5. Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
		6. Special Educational Need – young people may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
	7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
	8. More critical risk factors could include:
		1. Being in contact with extremist recruiters;
		2. Accessing violent extremist websites, especially those with a social networking element;
		3. Possessing or accessing violent extremist literature;
		4. Using extremist narratives and a global ideology to explain personal disadvantage;
		5. Justifying the use of violence to solve societal issues;
		6. Joining or seeking to join extremist organisations;
		7. Significant changes to appearance and / or behaviour;
		8. Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
	9. The Prevent Duty Guidance can be accessed via this link:

https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales



Appendix 7.

**Incident Closed**

Is advice and discussion required – Parental/Carer involvement

NSPCC Online Guidance

Refer to the DSL/DDSL if concerns are about a child

Refer to Principal if concerns are about staff

Refer to Chair of Governors if concerns are about the Principal

If concerns are about staff or Principal refer to LADO before taking further action

What type of activity is involved?

Follow Safeguarding Procedures

DSL/DDSL to consider need for CP referral

Establish level of concern

Establish level of concern

Establish level of concern

Establish level of concern

In school action:

Principal, DSL, DDSL

**No**

Safety Planning, NSPCC Guidance, CEOPS

Advice and Discussion

School Child Protection Procedures

(Possible parental/carer involvement)

1. **Appendix 8: Resources**
	1. Further advice on child protection is available from:
		1. NSPCC: <http://www.nspcc.org.uk/>
		2. Childline: <http://www.childline.org.uk/pages/home.aspx>
		3. Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
		4. Beat Bullying: <http://www.beatbullying.org/>
		5. Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>
		6. Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>
		7. Safer Internet Centre <http://www.saferinternet.org.uk/>
		8. Safeguarding Network: <http://www.safeguarding.network/>
		9. Transgender <http://www.mermaidsuk.org.uk/>
		10. <http://www.mermaidsuk.org.uk/assets/media/East%20Sussex%20schools%20transgender%20toolkit.pdf>
		11. <https://uktrans.info/70-topic-overviews/328-resources-for-schools>
		12. <https://www.intercomtrust.org.uk/item/55-schools-transgender-guidance-july-2015>



For **Early Help, Consultation and Enquiries** please contact:

Telephone: 0345 155 1071

E-mail: mashsecure@devon.gcsx.gov.uk

Fax: 01392 448951

Enquiry Form available at: [www.devon.gov.uk/mash-](http://www.devon.gov.uk/mash-) [enquiryform.doc](http://www.devon.gov.uk/mash-enquiryform.doc)

Post: Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS

**Emergency Duty Team** – out of hours 0845 6000 388

**Police** – non emergency – 101

For all **LADO** enquiries (01392) 384964 **or** <http://www.devon.gov.uk/lado>

**Early Help Team:**

0345 155 1071, ask for Early Help earlyhelpsecure@devon.gov.uk

Locality Early Help Mailbox: earlyhelpexetersecuremailbox@devon.gcsx.gov.uk

Lorraine Rowlands T: 07580 849 546

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