



Safeguarding and Child Protection Policy

Date of Policy:	March 2016
Updated:	April 2017
Policy Owner:	Mrs J Dilorenzo
Date of Next Review:	July 2017

This policy and related procedures will be reviewed annually in Spring Term.

SAFEGUARDING AND CHILD PROTECTION POLICY
Barrow Hall Community Primary School

Child Safeguarding

Reference should be made to the Warrington Safeguarding Children's Board and their safeguarding procedures manual. These take into account the latest legislation and government guidance "Keeping children safe in education" September 2016.

The 1989 Children Act established that the welfare and safety of the child must be the first and paramount consideration for all professionals who work with children.

Safeguarding is the responsibility of all people who work with children, therefore schools do not operate in isolation but within the framework of multi-agency collaboration. The two agencies with statutory responsibility are Social Care and the Police.

Primarily, the Governors and Staff recognise that it is our duty to protect children in our care and strive to equip them to fulfil their potential by offering security and fostering each child's intellectual, spiritual, moral, emotional, social and physical development so that they may '*have life and have it to the full*'.

Abuse (as defined by the 1989 Act)

"A child is considered to be abused or at risk of abuse by parents when the basic needs of the child are not being met through avoidable acts of either commission or omission."

Five Categories of Abuse

1. Physical injury
2. Factitious Illness disorder (previously known as Munchhausen's Syndrome by Proxy)
3. Neglect and failure to thrive.
4. Emotional abuse
5. Sexual abuse.
6. Likelihood of abuse

A Child's basic needs are:-

1. The need for physical care and protection from preventable harm.
2. The need for love and security and the opportunity to relate to others.
3. The need for new experiences and help in relating to the environment by way of organising and mastering of age-appropriate levels or responsibility.
4. The need for praise and recognition.
5. The need for intellectual development.

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The Warrington Safeguarding Children Board and their Safeguarding procedures manual outlines the action that must be taken by schools when faced with both clear cases of abuse or dealing with concerns, suspicions or allegations

The Governing Body and staff fully accept that it is the duty of the school to assist the Social Care Department acting on behalf of children in need or enquiring into allegations of child abuse. Besides this statutory duty, the school also has a pastoral duty towards all its pupils, and will place their care firmly at the centre of its work. In line with this statement, the Governors and staff feel that, where the school is able to support a family through such difficulties, this duty should not be disregarded or minimised.

The Governors and staff recognise that "... because of their day to day contact with individual children, teachers and other staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop" (DFEE Circular 10/95 and Working Together under the Children Act 1989). They are therefore aware of the responsibilities which they have with regard to the protection of children from abuse and from inappropriate and inadequate care, and are committed to responding in all cases where there is concern in accordance with the Warrington Safeguarding Children Board (WSCB) and their Safeguarding procedures manual.

Internal Procedures

The school's Designated Safeguarding Person is Mrs J Dilorenzo, Deputy Headteacher and the Deputy DSP is Mr J Littler, Headteacher. In addition, we have a safeguarding team comprising of:

Mrs J Shaw

Mrs J Hewitson

Mrs S Barnett

Responsibilities of all Staff

In the event of a member of staff (whether teaching or non-teaching) having a safeguarding concern about a pupil, s/he will immediately inform the DSP (or Deputy DSP), and record accurately the event(s) giving rise to concern. In the event that neither are available, other members of the team will deputise. Should the matter be an urgent one, then they will attempt to make immediate contact to discuss the issue.

The action to be taken subsequently is detailed in the WSCB and their Safeguarding Procedures Manual and this guidance will be followed scrupulously.

Dealing with Initial Concerns

1. Child will be unhappy and will search for someone who is trusted to tell or show through drawings, or will possibly be withdrawn socially, and this should be noted.
2. In some instances, our school Pupil Mentor will be involved and will also monitor the child and become the trusted adult for them to talk to, should they so wish.
3. These small clues will need to be taken up by Police or Children's Social care. If only a few clues - ring up Safeguarding Team for advice.
4. Have there been any significant changes in the child's behaviour?

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4. Be informed, ask open questions. Allow child to respond in own way, own words, at own pace.
5. Do not make promises. Do not interrogate. Record accurately - allow child to disclose in own words and **record child's words**/ not own interpretation of child's words. **If in doubt always ask for advice.** Always pass this information on as soon as is reasonably possible.

In the event of suspected sexual abuse

1. Teachers report all incidents to the DSP/Deputy DSP..
2. With suspect sexual abuse, the DSP/Deputy DSP, will refer to Social Care **before** informing parents and let Social Care decide. Don't speak to parents in first instance – in case they are involved.
3. Intra-familial abuse – inform Social Care.
4. Extra-familial abuse – inform Police.
5. **Never** dismiss what a child says – it may be testing you for further revelations.
6. If there is full disclosure – inform Social Care or Police.
7. Are there any other concerns or significant changes in the child?
8. Always keep notes – they may form a pattern.
9. Social Care will consider race and gender when interviewing children.
10. Do not put **your** slant on what the child tells you – it may deter further revelations. Just encourage, **don't** judge.
11. Don't make promises you can't fulfil and do not disclose the information to anyone who is not a designated person.
12. Be clear about internal procedures, eg confidentiality.
13. You may be asked to give a First Disclosure statement to the Police and called as a witness and be cross-examined.
14. You may be asked to be the child's supporter when making the video interview.

Listening to Children

The school recognises the importance of staff listening attentively to children at all times, and is particularly concerned to ensure that any child who wishes to disclose abuse should be assisted in doing so. Some staff will have a particular contribution to make in listening to children who have been through the experience of abuse.

Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings. Therefore, any

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early discussions with the child in which school staff are likely to be involved should, so far as possible, adhere to the following guidance (Memorandum of Good Practice – Criminal Justice Act 1991):-

- (a) Listen to the child, rather than directly question him or her.
- (b) Never stop a child who is freely recalling significant events.
- (c) Make a note of the discussion, taking care to record the time, setting and personnel present, as well as what was said. Use our yellow safeguarding forms and attach extra information if necessary.
- (d) Record all subsequent events up to the time of any later interview.
- (e) Place all records in a securely locked place within the school

It is important that this work should not be undertaken at a time when it may impact on any legal proceedings in which the child may be involved.

The school recognises that some pupils may wish to access telephone helplines. If a pupil asks to make such a call, they will be enabled to do so in private.

The school recognises that children who are distressed through experience outside the classroom will be less able to achieve their potential. While it is clear that such children need firm boundaries, staff will take into account their distress in managing their behaviour.

Record Keeping and Confidentiality

Procedure will be as follows:-

1. All staff, including volunteers and visitors make detailed observations or suspicions using the yellow forms.
2. They immediately inform school Safeguarding Officer (DSP or Deputy DSP) of all their suspicions and concerns via the yellow safeguarding forms. These are to be completed for all concerns and passed immediately on.
3. A decision will be made to either refer to Childrens Social care team or to monitor. If a case is deemed to be requiring an immediate response then it will be referred either to social care or to the Education Safeguarding Team for further advice. Actions will then be taken as advised. If the case is deemed to be one that requires further consideration, then it will be brought to the safeguarding team for discussion and further action noted.
4. An identified 'key person' will undertake further monitoring of any relevant information or conversations with the child if necessary. This information will always be dated and shared with relevant people, as deemed appropriate by the safeguarding team.
5. The collected information must be passed on to the next class teacher at the appropriate level if there is still cause for concern.

When a pupil leaves, the school will pass on immediately to the receiving school copies of the full contents of the record, including any ongoing concerns, as appropriate. School must then retain original copies until the child reaches the age of 25 and store them in a secure place. If the receiving school is not known, the Education Service Welfare Section/Education

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Safeguarding Team will be informed at once so that appropriate enquiries can be made. The school has adopted the WBC policy '**Children Missing from Education Policy and Procedure**' (Aug 2015) which is a key document in identifying possible signs and procedures (including key roles and responsibilities) to follow if a child is suspected of being missing from Education.

Confidentiality in Safeguarding is there to protect the child. When they disclose abuse they do so in the probable expectation that help will result. There will be a point in a disclosure when it is necessary to tell the child that this information needs to be shared with other professionals.

Because of day to day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. Parents should be aware, therefore, that where it appears to a member of staff that a child may have been abused, the school is required, as part of the Warrington safeguarding procedures, to report their concerns to Social Care.

Parents

All parents of prospective pupils are informed of the school's policy towards child protection and safeguarding and this policy is available on the school website. In addition, should any parents/carers require a copy of the policy, they are welcome to ask for a copy at the school office and this will be made readily available to them.

NB. Should parents/carers have any safeguarding concerns they can also contact the LADO (Local Authority Designated Officer) directly.

Our LADO is:

Fiona Walker 01925 443102

The Assistant LADO is:

Beki Byron 01925 443101

Training

The school recognises the importance of regular training for all staff. Therefore in accordance with WSCB and their safeguarding procedures manual:

1. The DSP/Deputy DSP will attend relevant training.
2. All staff, both teaching and non-teaching, who come into contact with children, will be updated on their child protection responsibilities at least every two years and more frequently if changes of procedure require it. At Barrow Hall we have an on-line Safeguarding and Child Protection training package which we expect all staff to use and school can keep records of training needs.
3. Anyone joining the school staff, including supply staff and volunteers will be briefed fully concerning their responsibilities within child protection procedures before beginning their duties.

Safeguarding Conferences

As required, the school will ensure that all safeguarding conferences are attended by a member of staff who is properly informed about the immediate concerns as well as about the child and her/his history. Full reports to conference, in advance where possible, or multiple copies taken to the Conference where time given is limited.

Child Protection in the Curriculum

The delivery of the curriculum in general will take into account the needs of all children. However, the curriculum will include materials and activities, mainly with Personal, Social and Health Education, which are designed to help children to be less vulnerable to abuse, where this is possible, without in any way implying that the responsibility for child protection in any way lies with the child. The school actively seeks support for this from outside agencies such as NSPCC and Police to ensure that key safeguarding messages are given to help our young children stay safe. We also offer our parents the opportunity to understand how they can play a key role in educating their children to keep themselves safe eg through workshops for internet safety delivered by Cheshire Police.

Staff Support

The stress on staff involved in any aspect of child protection work is considerable, and the school will ensure that such staff are properly supported. The Headteacher and DSP will be responsible for ensuring that support from outside the school is sought where appropriate and staff supervision is offered to all staff and forms part of the weekly safeguarding team agenda.

APPENDIX A

Responsibilities of the Safeguarding Team

1. To ensure that effective communication and liaison with Social Care and other agencies takes place as appropriate in the event of staff having safeguarding concerns about a pupil.
2. To ensure that all teaching staff (including the headteacher) have an understanding of child abuse and its main indicators, and are aware of the school's and their own responsibilities within Safeguarding Procedures, we will use the WSCB safeguarding procedures manual.
3. To support and advise staff in their safeguarding work.
4. To maintain his/her own knowledge and awareness of the issues, policy and practice of safeguarding, through regular attendance at appropriate training courses and through provision of relevant policies and procedures.

Responsibilities of Headteacher

1. To give a lead to all staff including non-teaching and mid-day assistants in emphasising the importance of their safeguarding role.
2. To support the Safeguarding Team in their responsibilities.
3. To ensure that the school is represented appropriately at safeguarding case conferences.
4. To ensure that safeguarding issues are reflected appropriately in the school curriculum.
5. To ensure that the commitments to safeguarding training are discharged.
6. To deal with any abuse allegations against a member of staff in accordance with the procedures.
7. To ensure that school policy and procedures on safeguarding are regularly reviewed and evaluated.

Responsibilities of the Governing Body

The role of the Governor in respect of safeguarding is referred to in the Governor manual.

1. To approve the school policy and procedures on Safeguarding.
2. To monitor and evaluate the school safeguarding policy.
3. To appoint a Nominated Governor to take charge of Safeguarding issues. (For the year 2015 -16 is Mr C Forrest) He will liaise with the Headteacher/DSP over all matters concerning Safeguarding issues. This role could involve:

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- a) ensuring that an annual item is placed on the governors' meeting agenda to report on changes affecting safeguarding policy/procedures, training undertaken by the designated teacher and other staff, the number of incidents/cases (without details or names) and the place of safeguarding issues in the school curriculum.
- b) responsibility for overseeing the procedures relating to liaison with the education department, social services departments and the police in relation to any allegations of child abuse made against the Head (as recommended by the six national teachers organisations).

BODY CHART

COMMENTS _____

NAME _____

AGE: _____

DATE: _____

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**SAFEGUARDING/WELFARE/CHILD PROTECTION
CONCERN REPORT SHEET**



Member of staff reporting concerns:

Date of incident: **Time of incident:**

Did the incident involve: a learner a member of staff other (please state)

Is the incident: safeguarding racist homophobic bullying e safety

Name/s

Description of incident (please include context; times; location; witnesses etc, do not report personal opinion):

Signed: **Member of staff reporting concern**

Signed: **Safeguarding Officer**

Date:

Date discussed at Safeguarding team meeting:

Follow up (to be completed by JL/JD):

Further enquiries carried out as a result of report (please attach any notes)

Further enquiries carried out by

Outcome (to include agencies involved, actions as a result of investigation):

.....
.....
.....
.....

Barrow Hall C P School

CATEGORIES OF ABUSE

- Physical Injury
- Factitious illness disorder (previously known as Munchausen's Syndrome by Proxy)
- Neglect and failure to thrive
- Emotional abuse
- Sexual abuse
- Likelihood of abuse

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IN THE EVENT OF SUSPECTED SEXUAL ABUSE

- 1) Teachers report all incidents to Designated Safeguarding Officer or Deputy DSP.
- 2) With suspect sexual abuse, the DSP or Deputy DSP will refer to Social Care **before** informing parents and let Social Care decide. Don't speak to parents in first instance – in case they are involved.
- 3) Intra-familial abuse – inform Social Care.
- 4) Extra-familial abuse – inform Police.
- 5) **Never** dismiss what a child says – it may be testing you for further revelations.
- 6) If there is full disclosure – inform Social Care or Police.
- 7) Are there any other concerns or significant changes in the child?
- 8) Always keep notes – they may form a pattern.
- 9) Social Care will consider race and gender when interviewing children.
- 10) Do not put **your** slant on what the child tells you – it may deter further revelations. Just encourage, **don't** judge.
- 11) Don't make promises you can't fulfil.
- 12) Be clear about internal procedures, eg confidentiality.
- 13) You may be asked to give a First Disclosure statement to the Police and called as a witness and be cross-examined.
- 14) You may be asked to be the child's supporter when making the video interview.

SAFEGUARDING AND CHILD PROTECTION POLICY
CHILD PROTECTION AWARENESS DOCUMENT

Introduction

This document is given to volunteers, staff new to the school/service, including supply staff and governors. It is a simple tool that helps to send out the message that we are an 'aware' school/establishment.

Child Safeguarding: Summary

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

Complying to School/Establishment Safeguarding Policy:

- All adults coming into contact with children and young people in this school/service must comply with the Child Safeguarding Policy and Code of Behaviour.
- **You are required to read this document. The form must be read before you take any duties in this establishment.**
- **In all matters of safeguarding, the welfare and safety of the child is the paramount consideration.**

Related documents

- Anti bullying Policy
- Home School Agreement
- Behaviour Policy
- Safeguarding Guidelines and protocols
- H&S: safe systems of work
- Children Missing from Education Policy and Procedure

Procedure

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

- Immediately tell the **Designated Person for Child Protection or the Deputy..**
- Record the known facts and give them to the above person.

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

1. Allow him/her to speak without interruption, accepting what is said.
2. Advise him/her that you will offer support, but that you **MUST** pass information on to the Designated Senior Person for child protection.
3. Immediately tell the Designated Senior Person or the Deputy DSP.
4. Record the facts as you know them, including the account given to you by the young person and give a copy to the Designated Senior Officer for safeguarding.

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

1. Immediately tell the Headteacher (or DSP or the Chair of Governors, where the Headteacher is implicated).
2. Record the facts as you know them and give a copy to the Headteacher (or DSP or the Chair of Governors, where the Headteacher is implicated).

You must refer. You must NOT investigate.

- DO** treat everyone with respect.
- DO** provide an example you wish others to follow.
- DO** plan activities so that they involve more than one person or at least are in sight or hearing of others.
- DO** respect a young person's right to personal privacy.
- DO** provide access for young people and adults to feel comfortable enough to point out attitudes or behaviours they do not like, and try to provide a caring atmosphere.
- DO** remember that someone else might misinterpret your actions, no matter how well intended.
- DO** at as an appropriate adult role model.

- DO NOT** permit abusive youth/peer activities (e.g. bullying, ridiculing).
- DO NOT** play physical contact games, make inappropriate comments, or have inappropriate verbal banter with young people.
- DO NOT** jump to conclusions without checking facts.
- DO NOT** make suggestive remarks/gestures or tell sexist/homophobic 'jokes'.
- DO NOT** rely on your good name to protect you. It may not be enough.
- DO NOT** believe it could not happen to you. It could.

Appendix 1 - Female Genital Mutilation (FGM)

A definition of female genital mutilation

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

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

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

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

Indications that FGM may be about to take place soon

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

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

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

How staff can make a difference

Girls who are threatened with, or have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a pupil because she appears anxious, depressed and/or emotionally withdrawn. They may be prevented

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with a sudden decline in her performance, aspirations or motivation. There may be occasions when a pupil comes to school but then absents herself from lessons, possibly spending prolonged periods in the toilets.

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

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

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

Girls are most at risk from FGM during the long summer holiday, so staff should pay particular attention in the summer term and when girls return to school after the summer break.

Staff should be aware that they have a duty under the law and that:

“The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred.”

This means that the member of staff who has the concern must make the call to the Police themselves. They should also report this to the DSL in the usual manner, using a yellow concern form. The DSL will also contact Social Care.

Staff should:

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

Staff should not:

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

What to do if a pupil stops attending school

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

The school has adopted the WBC policy ‘**Children Missing from Education Policy and Procedure**’ (Aug 2015) which is a key document in identifying possible signs and procedures (including key roles and responsibilities) to follow if a child is suspected of being missing from Education.

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Appendix 2

Guidance for tackling Forced Marriages

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

What is forced marriage?

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

This is not the same as an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

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

Who is at risk?

Research indicates that hundreds of people in the UK (particularly girls and young women) and some as young as 7 years old are forced into marriage each year. Where the age was known, 15% of cases involved victims below 16 years, 25% involved victims aged 16-17, 33% involved victims aged 18-21, 15% involved victims aged 22-25, 7% involved victims aged 26-30, 3% involved victims aged 31+. 82% of cases involved female victims and 18% involved male victims.¹

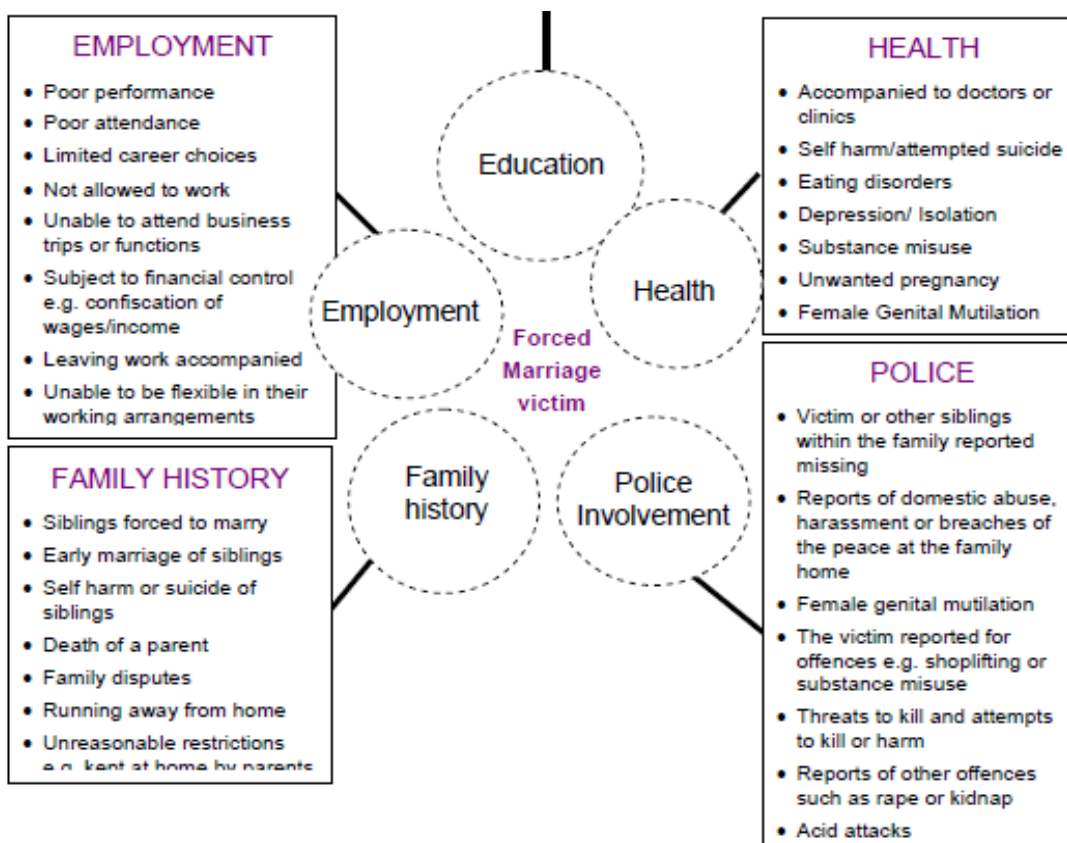
The key motives for forcing a child into marriage have been identified as:

- Controlling unwanted behaviour and sexuality (including perceived promiscuity such as kissing or hand-holding, or being gay, lesbian, bisexual or transgender);
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in a 'westernized manner'
- Preventing 'unsuitable' relationships, e.g. outside the ethnic, cultural religious or caste group
- Protecting 'family honour' or 'izzat'
- Rejecting a proposal of marriage
- Responding to peer group or family pressure
- Attempting to strengthen family links
- Achieving financial gain
- Ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideas
- Protecting perceived religious ideals that are misguided
- Ensuring care for a child or vulnerable adult with special needs when parents or existing carers are unable to fulfil that role
- Assisting claims for residence and citizenship
- Long-standing family commitments

¹ Source: Forced Marriage Unit statistics January to December 2013

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



What can Schools & College do to tackle Forced Marriage?

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

Managing Requests for Holidays/Extended Absence

When managing requests for absence, it is useful for school clusters to share a common absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is

² Taken from 'Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage', HM Government (2014)

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important that schools liaise with each other when considering requests for leave of absence during term-time.

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

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

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

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

You should also consider other historical factors such as:

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

If a return date has been specified and a child has not returned to school, school must contact their Attendance Improvement Officer. In no circumstances should a school remove the student from the roll without first making enquiries about the child's disappearance and referring the case to the police and Children's Services as appropriate.

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

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

The "one chance" rule:

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

What you should do:

- ✓ Take the issue seriously and recognise the potential risk of harm to the victim.
- ✓ See them on their own in a private place where the conversation cannot be overheard.
- ✓ Gather as much information as possible about the victim – it may be the only opportunity.
- ✓ Remind of their rights i.e. that they have the right to enter into marriage with their full and free consent and the right to make decisions about their lives.
- ✓ **Follow our child protection procedures and talk to the Senior Designated Professional without delay in order to get support from other agencies.**
- ✓ **The SDP should contact the Duty and Assessment Team and/or Education and Safeguarding Team**

Do not:

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

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- X Involve an elder from the family, member of the community or member of professional organisation.

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

The school has adopted the WBC policy '**Children Missing from Education Policy and Procedure**' (Aug 2015) which is a key document in identifying possible signs and procedures (including key roles and responsibilities) to follow if a child is suspected of being missing from Education.

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

The Forced Marriage Unit [FMU] ✍ **020 7008 0151**
<https://www.gov.uk/forced-marriage#forced-marriage-unit>

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

If a situation is urgent you should call 999

Further Guidance and references:

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

[Multi-Agency Statutory Guidance for dealing with forced marriage 2014](#): Guidance is for all persons and bodies who exercise public function in relation to safeguarding and promoting the welfare of children and vulnerable adults.

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

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

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

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

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

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

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

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

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

Appendix 3

The Identification of children at risk of sexual exploitation

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

What is Child Sexual Exploitation?

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

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

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

Who is at risk?

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

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

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

PAN Cheshire Safeguarding Procedures are used to manage suspected cases of CSE.

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WARNING SIGNS AND VULNERABILITIES CHECKLIST

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

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

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

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

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

Consent?

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

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

- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;
- non consensual sex is rape whatever the age of the victim; and
- if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

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

What can schools do to tackle Child Sexual Exploitation?

1. Training and Awareness

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

2. Promotion of healthy relationships through the curriculum

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

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

3. Identification

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

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

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

4. Referral

If school feels that a child is in danger, then a referral can be made to the Missing / Children at Risk of Sexual Exploitation and Trafficked Children Operational (MCSETO) Group. The referral form is available at:

<http://www.warringtonccg.nhs.uk/Downloads/Public%20Information/MCSETO%20Referral%20to%20MCSETO%20Group.pdf>

This form is for use by professionals to refer a child for discussion to the Missing / Children at Risk of Sexual Exploitation and Trafficked Children Operational (MCSETO) Group. You must have completed the PanCheshire CSE Screening Tool prior to a referral. Referrals will not be accepted without the completed CSE Screening Tool. If the CSE Screening Tool indicates that the child is a low risk and does not meet the threshold for Social Work Services, a referral to the Operational Group can be made for support in working with the child. If the CSE Screening Tool indicates that the child is at Medium or High Risk you must make a Referral to the Duty and Assessment Team through the usual procedures. The Duty and Assessment Team will also use this form to refer the child to the Operational Group as part of their assessment process.

5. Useful Contact Numbers and Websites:

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

Women's Aid and Refuge run the 24hr National Domestic Violence Helpline – **0808 2000 247**
They also provide guidance and support to those experiencing domestic abuse. Further information about the services they offer can be found at www.womensaid.org.uk

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

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

The Samaritans – www.samaritans.org - **08457 90 90 90**

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

FRANK provide confidential drugs advice – further information can be found at www.talktofrank.com or they can be contacted on **0300 123 6600**

DVD/Films

'My Dangerous Loverboy' www.mydangerousloverboy.com

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

'Sick Party' www.genesisleeds.org.uk/sick-party-dvd-clip

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

'THINK AGAIN' www.mesmac.co.uk/blast-resources

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

'East Enders Plot – Tiffany' www.cse.siyonatech.com/

The sexual exploitation of young people – can you recognise the signs (Child Line and Association of Police Officers) – Eastenders plot 20 minute clip

'THISTLE' www.blaenau-gwent-lscb.org.uk/thistle.html

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

Organisations

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

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

Barnardo's - Tackling Child Sexual Exploitation

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

BLAST! Project for boys and young men www.mesmac.co.uk

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

Governmental Reports

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

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

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

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

Reports on CSE

Barnardo's (2011) Puppet on a string: the urgent need to cut children free from sexual exploitation
http://www.barnardos.org.uk/cf_puppetonastring_report_final.pdf

Barnardo's (2012) Tackling child sexual exploitation: Believe in Children: Barnardo's Helping Local Authorities to develop effective responses
http://www.barnardos.org.uk/tackling_child_sexual_exploitation.pdf

Child Exploitation and Online Protection Centre (CEOP) (June 2011) Out of Mind, out of Sight: breaking down the barriers to understanding child sexual exploitation
http://ceop.police.uk/Documents/ceopdocs/ceop_thematic_assessment_executive_summary.pdf

Child Line (2012) Caught in a trap: the impact of grooming in 2012
https://www.nspcc.org.uk/news-and-views/our-news/nspcc-news/12-11-12-grooming-report/caught-in-a-trap-pdf_wdf92793.pdf

Children's Commissioner (November 2012) 'I thought I was the only one. The only one in the world' The Office of the Children's Commissioner inquiry into child sexual exploitation in gangs and groups: Interim Report
http://www.childrenscommissioner.gov.uk/content/publications/content_636

Harper, Z. and Scott, S. (2005) Meeting the needs of sexually exploited young people in London: Summary Report. Barkingside: Barnardo's [online]. Available at:
www.barnardos.org.uk/full_london_report.pdf

Jago, S. and Pearce, J. (2008) Gathering evidence of the sexual exploitation of children and young people: a scoping exercise. University of Bedfordshire
http://www.beds.ac.uk/_data/assets/pdf_file/0018/40824/Gathering_evidence_final_report_June_08.pdf

Lillywhite, R. and Skidmore, P. (2006) Boys are not sexually exploited? A Challenge to Practitioners. *Child Abuse Review*, Vol. 15, pp.351-361 http://mesmac.co.uk/files/boys_are_not_a_challenge_to.pdf

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

Domestic Violence

Safety plan for teenagers experiencing relationship abuse: support for professionals
www.nspcc.org.uk/Inform/resourcesforprofessionals/abusiverelationships/safety-plan-guidance_wdf99874.pdf

Further information and local resources

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

What to do if you are concerned about a child:

If you have concerns that a child is at risk of or suffering Child Sexual Exploitation you should contact Children's Services without delay on 443404.

**Our Single Point of Contact for CSE at Warrington Education Safeguarding Team is:
Rose Clark 01925 442928**

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

Appendix 4 - Private Fostering Guidance for Schools and other Education Settings

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

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not a when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

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

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

Who may be privately fostered?

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

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

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

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

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

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

Signs to watch out for

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

What schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur;
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements they should notify the Senior Designated Professional for safeguarding (SDP); The SDP or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement
- The school has adopted the WBC policy '**Children Missing from Education Policy and Procedure**' (Aug 2015) which is a key document in identifying possible signs and procedures (including key roles and responsibilities) to follow if a child is suspected of being missing from Education.

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

Customer Services Centre: 443404

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

What happens after the Local Authority is notified?

When the Local Authority receives notification about a private fostering arrangement, Social Care will arrange for a colleague to visit the child within seven working days. They will contact

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the parent or person with parental responsibility, run checks on the carer and talk to the young person. This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required. Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

Further Guidance & Resources:

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

Appendix 5 – Preventing Radicalisation and Extremism in School

WHAT IS 'EXTREMISM'?

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

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

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

WHY IS IT IMPORTANT FOR SCHOOLS TO DISCUSS EXTREMISM?

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

Schools can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal. "We believe that schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. According to a survey by the UK Youth Parliament in August 2008, 94% of young people said they thought schools were the best environment in which to discuss terrorism. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda" (*Prevent Strategy*).

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

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

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

The school has adopted the WBC policy '**Children Missing from Education Policy and Procedure' (Aug 2015)** which is a key document in identifying possible signs and procedures (including key roles and responsibilities) to follow if a child is suspected of being missing from Education, including as a result of potential radicalisation or extremism.

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

So the tasks facing schools and colleges are to:

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

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

Possible school actions:

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

Leadership & management

Ofsted Inspectors assess the leadership and management of the school as part of their inspection .

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Possible school actions to demonstrate good leadership and management:

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

Effective school leadership and management could include:

- focusing on the leadership, values and ethos of the school;
- focusing on learning, teaching and the curriculum;
- focusing on learner support processes;
- focusing on the management of risks and responding to events;
- focusing on the relationship between the school and its community; and
- focusing on the evaluation of the progress being made.

<http://www.ofsted.gov.uk/resources/framework-for-school-inspection-january-2012/>

Learning, teaching and the curriculum

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

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

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

Teaching controversial issues

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

- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;

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- debating fundamental moral and human rights principles;
- promoting open respectful dialogue; and
- affirming multiple identities.

The police non-emergency number 101

Crimestoppers 0800 555 111

Anti-Terrorism Hotline 0800 789 321

Prevent Co-ordinator:

Amber Jones

amber.jones@cheshire.pnn.police.uk

Team Inbox: Permanently manned

Prevent@Cheshire.pnn.police.uk

Our Single Point of Contact for PREVENT/Radicalisation at the Warrington Education Safeguarding Team is:

Steven Panter 01925442928

Appendix 6 – Modern Slavery

Modern slavery encompasses slavery, servitude, forced and compulsory labour and human trafficking. Traffickers and slave drivers coerce, deceive and force individuals against their will into a life of abuse, servitude and inhumane treatment. A large number of active organised crime groups are involved in modern slavery. But it is also committed by individual opportunistic perpetrators.

Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of:

- Slavery,
- Servitude and Forced or Compulsory Labour
- Servitude
- Human Trafficking

(the use of which comes from the Palermo Protocol 2000).

Slavery is: ‘the status or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised’. (Convention to Suppress the Slave Trade and Slavery 1926)

Forced or Compulsory Labour is: ‘all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily’ (Convention Concerning Forced or Compulsory Labour, 1930 (No.29)) Labour is the provision of any service, not just manual labour.

Servitude is: ‘an obligation to provide a service that is imposed by the use of coercion’.

Human Trafficking : ‘The trafficking of human beings involves the movement of a person from one place to another for the purpose of exploiting them using deception, coercion, the abuse of power or the abuse of someone’s vulnerability. People can be trafficked in order to exploit them for sexual purposes, forced labour, domestic servitude or organ harvesting.

Although many people think of human trafficking as only affecting adults it affects children as well. Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation. It is also not just about trafficking adults and children across national borders, human trafficking can take place anywhere.

Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL and complete and Initial Concern Form with a written record of the concern. (Appendix 1)

Types of Human Trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
- Forced labour

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- Domestic servitude
- Organ harvesting
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc
- Forced marriage and illegal adoption (if other constituent elements are present)

There are several broad categories of exploitation linked to modern slavery:

Sexual exploitation

Sexual exploitation involves any non-consensual or abusive sexual acts performed without a victim's permission. This includes prostitution, escort work and pornography. Women, men and children of both sexes can be victims. Many will have been deceived with promises of a better life and then controlled through violence and abuse. It is also possible to exploit a person who consensually engages in providing sexual services.

Forced labour

Forced/ compulsory labour involves victims being compelled to work very long hours, often in hard conditions without relevant training and equipment, and to hand over the majority if not all of their wages to their traffickers. The types of work and working environment can often be described as 'dirty, demeaning or dangerous'. Forced labour crucially implies the use of coercion and lack of freedom of choice for the victim. In many cases victims are subjected to verbal threats or violence to achieve compliance.

Manufacturing, entertainment, travel, farming and construction industries have been found to use forced labour by victims of human trafficking in various extents. There has been a marked increase in reported numbers in recent years. Often large numbers of people are housed in single dwellings and there is evidence of 'hot bunking', where a returning shift takes up the sleeping accommodation of those starting the next shift.

The International Labour Organisation [ILO] has identified six elements which individually or collectively can indicate forced labour. These are:

- Threats or actual physical harm
- Restriction of movement and confinement to the workplace or to a limited area
- Debt-bondage
- Withholding of wages or excessive wage reductions that violate previously made agreements
- Retention of passports and identity documents (the workers can neither leave nor prove their identity status)
- Threat of denunciation to the authorities regardless of whether the worker holds legal status in the UK or not.

Domestic servitude

Domestic servitude involves the victim being forced to work in private households. Their movement will often be restricted and they will be forced to perform household tasks such as child care and house-keeping over long hours and for little if any pay. Victims will lead very isolated lives and have little or no unsupervised freedom. Their own privacy and comfort will be

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minimal, often sleeping on a mattress on the floor in an open part of the house. In rare circumstances where victims receive a wage it will be heavily reduced, as they are charged for food and accommodation.

Organ harvesting

Organ harvesting involves trafficking people in order to use their internal organs for transplant. The illegal trade is dominated by demand for kidneys. These are the only major organs that can be wholly transplanted with relatively few risks to the life of the donor.

What can we do if we suspect a child has been trafficked?

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in schools which are situated near ports of entry, but professionals should be alert to this possibility in all schools.

However, professionals should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school rolls for other reasons that are not cause for concern.

If a member of the school staff suspects that a child may have been trafficked they should act immediately to inform the Designated Safeguarding Lead who will then make contact Cheshire Police and the Warrington MASH (Multi Agency Safeguarding Hub) to ensure that children are appropriately protected.

Practice Reminder: The action that ALL staff and volunteers should take, if there are concerns about a child is to follow the procedure written in this policy, which is to pass the concerns to the DSL and complete and Initial Concern Form with a written record of the concern. (Appendix 1)

Who can I contact to report my concerns?

If you feel a vulnerable adult is unable to make decisions for themselves and is likely to remain at risk of abuse, or you yourself are being abused, you should call:

- **Access Social Care Team** - Tel: (01925) 444239 or in emergencies, outside of office hours tel: (01925) 444400
- **The Police** - Tel: 101 or in emergencies outside of office hours tel: (01925) 652222

- **Serious situations where someone is in immediate danger or at risk of harm -** report the matter to the police by dialling 999.

Please remember professionals have a duty to report any suspected abuse of a vulnerable adult.

In the first instance the point of contact for all modern slavery crimes should be Cheshire Police. If you have information about modern slavery crimes – those who are committing such crimes or where victims are at risk that requires an immediate response dial 999.

If you hold information that could lead to the identification, discovery and recovery of victims in the UK, you can contact the Modern Slavery Helpline 08000 121 700.

For more information visit www.unseenuk.org

Alternatively you can make calls anonymously to Crimestoppers on 0800 555 111

What can I do to stop abuse from happening?

If you witness, suspect or have concerns that a vulnerable person is being abused it is your responsibility to report it.

What happens next?

The Access Social Care team will take all of the relevant information and contact the appropriate service team. A safeguarding meeting may be arranged if abuse is suspected and relevant professionals will be asked to attend. The vulnerable adult (and if necessary their family) will be kept informed and involved in the process. The meeting may make recommendations to investigate the issues, support and protect the individual/s in order to resolve the situation.