



**Seven Hills School
Safeguarding and Child Protection
Policy Part 2
Information, Advice and Guidance
December 2019
Revised September 2020**

Identifying Types of Abuse

Child Abuse:

There are four main types of child abuse as defined in 'Working Together to Safeguard Children' (2015) and further minor revisions in July 2018.

Physical Abuse

Physical Abuse may include hitting, shaking, throwing, poisoning, burning/scolding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic needs, likely to result in the serious impairment of the child's health or development. Neglect may occur at pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment
- It may also include neglect of/or unresponsiveness to a child's basic emotional needs

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent neglect of very basic needs is likely to cause impairment in the child or young person's development.

Specific Safeguarding Issues:

There are specific issues that have become critical issues in Safeguarding that Schools will endeavour to ensure ALL their Staff and Governors are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Children missing from Education
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Child criminal exploitation – county lines
- Children with family members in prison
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Homelessness
- 'Honour-based' abuse
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools

- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children
- Upskirting
- Serious violent crime

Seven Hills incorporate signs of abuse and specific safeguarding issues into briefings, staff induction trainings, safeguarding questionnaires and ongoing development training to all Staff and Governors. Annex A of KCSIE (September 2019) provides more detail on the following:

1: Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be an obvious factor the imbalance of power between the victim and perpetrator can also be due to other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

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. (DfE Child Sexual Exploitation February 2017). The abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one –off occurrence or a series of incidents and range from opportunistic to highly organised systematic abuse. It can involve force and /or enticement-based methods of compliance and may, or may not be accompanied by threats of violence or violence. This type of exploitation as well as being physical can be facilitated and/ or take place online.

All suspects or actual cases of CSE are a safeguarding concerns in which Child Protection procedures must be followed; this may include a referral. Where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

2 Extremism/Radicalisation/PREVENT

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young by seeking to show division between communities on the basis of race, faith or denomination: justify discrimination towards women and girls: persuade

others that minorities are inferior; or argue against the primacy of democracy and the rule of law in society (Working Together July 2018)

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and belief. This also includes calling for the deaths of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person or people, causes serious damage to property or seriously interferes or disrupts an electronic system. The use or threat must be designed to intimidate the public or influence the government and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way to identify whether a child is likely to be susceptible to an extremist ideology. Radicalisation may occur through many different routes such as social media or the internet, and different settings, within the home or within a social setting.

However it is possible to protect vulnerable students from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risk, staff should be alert to changes in student behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying students who might be at risk and act proportionately in reporting all concerns to the designated safeguarding lead or deputies.

The Prevent Duty

All staff are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of functions, to have “due regard to the need to prevent people from being drawn into terrorism.” This is known as the Prevent duty.

Seven Hills ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization

The HT and Chair of Governors will:

- Establish or use existing mechanism for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure All Staff and Governors implement the duty

Channel

Channel is a voluntary support programme which focuses on support at an early stage to people who are identified as being vulnerable to being drawn in terrorism. Prevent referrals may be passed to the multi- agency Channel panel, which will identify and implement support for the individual.

This year [Summer Term 2020] Seven Hills staff completed the Home Office e-learning module called – Prevent awareness e-learning which offered an introduction to the Prevent duty.

3 Female Genital Mutilation (FGM)

Seven Hills understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's social Care. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the school unless there is good reason not to do so.

4 Peer on Peer Abuse

All should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedure in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents without exception to eliminate this conduct in the school.

Peer on peer abuse is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures.

Peer on peer is most likely to include, but may not be limited to:

- Language seen as derogatory, demeaning, inflammatory;
- Bullying, including cyberbullying;
- Gender based violence
- Sexual assaults and harassment
- Sexting

We are working hard as a school to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse. We will produce and apply risk assessments to put in place measures which reduce the opportunity or likelihood that a child will repeat any abuse to peers.

Please refer to our Anti Bullying, Equality and Diversity, online safety policies

5 Sexual Violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

All victims must be taken seriously, supported and kept safe.

Reports of sexual assault and harassment are extremely complex to manage. It is essential that victims are protected and every effort is made to minimise the disruption to their education.

Part 5 of Keeping Children Safe in Education (September 2018) clearly outlines the response that should be taken.

If anyone has any concerns that a child or children may be at risk they must report them to the DSL immediately.

6 Online safety

Mobile phones, laptops, iPad and other online type products are integrated into all our lives. Many are used within our school. However there are those who seek to use it for their own or others gratification. The link below provides more information on online-safety and covers issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact on new technologies on sexual behaviour, for example sexting.

<http://swgfl.org.uk/news/News/online-safety/Making-Sense-of-the-New-Online-Safety-Standards>.

Our school takes online safety very seriously both in terms of our pupils and all of our staff. Please refer to our school's online policy and the acceptable user policy for staff, parents and pupils.

7 Domestic Abuse

Domestic abuse may take many forms. Witnessing physical and emotional suffering may cause considerable distress to children and both physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their own children. Children can still suffer the effects of domestic abuse even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children were in the same or next room. Children's exposure to parental conflict even where violence is not present can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused or siblings.

Domestic abuse can therefore have damaging effect on a child's health, educational attainment, emotional wellbeing and development. The potential scale of the impact on children is not always easy to access but may manifest itself as behavioural, emotional or social difficulties including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

8 Children Missing Education

Attendance, absence and exclusions are closely monitored in school on a daily basis. A child going missing from education is a potential indicator of abuse and neglect, possibly including sexual abuse and sexual exploitation. The DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing periods during the school day.

9 Forced Marriage

The UK Government describes this as taking someone, usually overseas to force them to marry (whether or not the forced marriage takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse.

Arranged marriages are common in some cultures. The families of both spouses take a leading role in arranging the marriage however, the choice whether or not to accept the arrangement remains with the prospective spouses. Children may be married at an early age and well below the age of consent in England. All staff should be particularly alert to suspicions or concerns raised by the pupil. 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.

If at any time the school had a concern regarding a child who this may apply to immediate contact would be made with the Sheffield Safeguarding Hub for guidance and advice.

10 Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that they have a responsibility to inform the local authority and encourage the family to inform the authorities themselves.

Advice or a referral can be made via the Sheffield Safeguarding Hub..

11 Modern Slavery and Human Trafficking

The above are offences under the Modern Slavery Act 2015. These offences include holding a person in a position of slavery, servitude forced or compulsory labour or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross border element, it is also possible to be a victim of modern slavery within your own country. It is possible to be a victim of modern slavery even if consent has been given to be moved.

Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

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.

12 Contextual Safeguarding

Safeguarding incidents can be associated with factors outside of school. All staff should be considering the context within such incidents and/or behaviours occur. This is known as contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

If making a referral to social care the school should provide as much information as possible.

13 Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban, rural areas, markets and sea side towns. It can affect any child under the age of 18 as well as vulnerable adults.

It occurs where an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be an obvious factor the imbalance of power between the victim and perpetrator can also be due to other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

The abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one –off occurrence or a series of incidents and range from opportunistic to highly organised systematic abuse. It can involve force and /or enticement-based methods of compliance and may, or may not be accompanied by threats of violence or violence. This type of exploitation as well as being physical can be facilitated and/ or take place online.

Any concerns about county lines should be referred to the DSL immediately.

14. Upskirting

Upskirting is a form of peer-on-peer abuse. Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm. All cases of upskirting or attempting to upskirt will be treated seriously and must be reported to the safeguarding team, who will then consult with the safeguarding hub and consider police involvement – upskirting is a criminal offence.

The Voyeurism Offence Act, which is commonly known as the Upskirting Act, came into force in April 2019. It is a criminal offence, anyone of any gender can be a victim.

15. Serious Violent Crime

All staff should be aware of indicators which may suggest that children are at risk from, or are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships, relationships with older people or groups, a significant change in their academic ability or general wellbeing, 24 signs of self-harm, or unexplained injury. Unexplained gifts/money may also indicate that children are involved/associated with individuals linked to gangs or criminal networks.

16. Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff at Seven Hills are well placed to observe students on a day to day basis and identify those whose behaviour suggests they may be experiencing mental health problems. Staff need to be aware that students who have experienced abuse, neglect or trauma are at greater risk of developing mental health needs currently or in the future.

Any staff who are concerned about a student's mental health should report this as a safeguarding concern in the same way as all safeguarding issues are reported, through direct dialogue with the safeguarding lead or deputy.

17. County Lines

County lines is a term used to describe gangs and organised networks involved in exporting illegal drugs into one or more importing areas, within the UK, using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines model with children and vulnerable adults exploited to move and store drugs and money. If a child is missing from school and home for episodes staff need to consider exploitation as a possible explanation and discuss this immediately with a member of the safeguarding team.

18. Confidentiality and Information Sharing:

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. **No adults must ever guarantee confidentiality** to any individual including parents, children and colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others then certain actions will need to be taken. Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child, then the DSL must be informed immediately.

19. Key Messages from Serious Case Reviews (SCR)

When children die or are seriously injured consideration is given as to whether there needs to be a serious case review (SCR). The purpose is to identify what information we had, what actions were taken, and what if anything we can learn from this that may improve practice in the future. Messages from serious case reviews nationally and locally are published on a regular basis the following are some of the key messages which from a school perspective we need to be aware of, they include:

- You can never age bruising
- Ensure you observe children as much as you can in natural light if you are concerned about bruising or marks
- If you see an injury to one child always consider the siblings
- Cases where Interpreters/culture/communication/travellers/language/religion were involved
- Parents with a mental health problem/ learning disability/ stress/postnatal depression
- Where Domestic Abuse is present
- Disguised compliance/resistant families/hard to reach families/professional challenge
- Children with chronic illness/serious health conditions
- Unsupported and socially isolated parents
- Poor information gathering, sharing and recording within schools as well as with other agencies
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information

- Ensuring the needs of the child are paramount above those of the parents
- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices

The school adheres to the revised Information Sharing - Advice for practitioners providing safeguarding services (July 2018)