



St Thérèse of Lisieux Catholic Multi Academy Trust

Safeguarding and child protection Policy

June 2020

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This applies in all STL CMAT academies including EYFS settings

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1. Introduction

The St Thérèse of Lisieux Catholic Multi Academy Trust (the Trust), all its employees and volunteers, are committed to promoting the welfare of all children. This policy reflects its responsibilities in ensuring all members of the Trust create a safe environment in which children can learn.

This policy operates within the wider statutory framework of: -

- Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges” – June 2019
- Section 157 of the Education Act 2002 for academies
- Section 5B of the Female Genital Mutilation Act 2003
- Section 26, Counter Terrorism and Security Act 2015
- Section 11 of the Children Act 2004 and the associated guidance ‘Working Together to Safeguard Children July 2018’
- The Children Act of 1989 and the processes for making referrals to social care, for statutory assessments and for acting as the lead professional in undertaking early help assessments.
- The EYFS statutory Framework April 2017
- The Prevent Duty June 2015
- Relationships Education, Relationships and sex Education (RSE) and Health Education February 2019
- Voyeurism (Offences) Act 2019

2. Rationale

- The St Thérèse of Lisieux Catholic Multi Academy Trust (STL CMAT) (the Trust) has a duty of care to protect children from abuse and exploitation and to share any concerns about an individual child’s welfare with the appropriate safeguarding partners.
- All members of the Trust maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- The Trust sustains safeguarding and child protection as a priority through the strategic coordination of policy and practice under the leadership of Designated Safeguarding Leads at each level of Trust and in partnership with each academy’s LGB.

3. Definitions

A child is anyone who has not yet reached his/her 18th birthday or in the case of a child with special educational needs or a disability under the age of 25.

Child abuse is any action by another person - adult or child - tending to cause significant harm to a child. It can be physical, sexual or emotional. An abused and/or exploited child has suffered, or is suffering, from physical injury, sexual abuse/exploitation, emotional abuse/exploitation or neglect or is at risk of harm.

There are five main elements to the Trust Safeguarding and Child Protection Policy:

- Prevention (e.g. positive, supportive academy atmosphere, teaching and pastoral support to pupils, safer recruitment procedures) in order to develop a culture of vigilance;
- Safeguarding (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- Working closely with Local Authority Safeguarding Partners and external agencies



- Provide support (to pupils and academy staff and to children who may have additional needs and who have experienced abuse or neglect);
- Working with parents (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff, members of the LGB, visitors or volunteers to any Trust academy, including all Early Years Foundation Stage settings, or other Trust premises. We recognise that child protection is the responsibility of all staff. We ensure that all parents and other working partners are aware of our child protection policy by making it available publicly, for example, on academy websites, displaying appropriate information in reception areas of academies and by raising awareness at meetings with parents.

4. Trust commitments

In accordance with the Statutory Guidance “Keeping Children Safe in Education” – June, 2019 the Trust will ensure that:

Each academy adopts the Trust safeguarding policy, which will be reviewed at least annually, to ensure its effectiveness in safeguarding and promoting the welfare of all children educated within the Trust. All academy leaders with designated responsibility for safeguarding will add to the Trust policy further details specific to the academy as follows:

- The name of the LGB representative with designated responsibility for safeguarding
- The name of the Trustee and the Trust management team representatives with designated responsibility for safeguarding
- The names of the academy Designated Safeguarding Lead (DSL), who must be a member of the academy leadership team, the deputy designated safeguarding leads and cover arrangements to ensure qualified personnel are always on duty at the academy during term time and that there is adequate cover during the school holidays.
- The name of the practitioner designated to take lead responsibility for safeguarding children in the EYFS.
- Name the Local Authority
- Locally agreed inter-agency procedures put in place by the Local Authority Safeguarding Partnerships, including local protocols for the early help process, making referrals to the Local Authority, statutory assessment and the Local Authority threshold document
- The name of the Designated Officer (formerly the LADO); this might be a team of officers
- Local children’s social care provision
- Local authority personal advisor for looked after children
- Police contacts, such as those for Counter terrorism and FGM referrals
- External agencies with which the academy has a working partnership, including those supporting pupils with challenging behaviour or special educational needs
- Other safeguarding issues and matters of significance to the academy, including:
 - o the policy for staff mobile phones and portable cameras, particularly in the EYFS
 - o safeguarding provision for boarding pupils
 - o arrangements for assessing and recording children’s development in the EYFS, particularly when this involves posting images of children to an online portal such as Tapestry.
 - o contextual safeguarding such as the local risks to children of being drawn into criminal and sexual exploitation or into terrorism.
- Academy procedures and systems including those for
 - o referring concerns about children at risk and children in need,
 - o referring allegations, including about those about a member of staff or a volunteer
 - o statutory duties such as reporting FGM and CME



- o updating staff about safeguarding issues relevant to the academy with guidance about actions or procedures in response to these concerns
- internal reporting on bullying, attendance and physical intervention
- The designated teacher and arrangements for supporting previously looked after children and care leavers as well as looked after children.
- Sufficient contact details to make the policy workable
- Designated personnel with responsibility for health and safety and for educational trips and visits.

Training: all academies will comply with statutory training requirements, ensuring they are in line with the advice from the Local Authority.

A senior member of the academy's leadership team and the Trust's senior leadership team is designated to take lead responsibility for dealing with safeguarding and child protection (the Designated Safeguarding Lead - DSL). These responsibilities are explicit in the role-holder's job description. The Headteacher is responsible for ensuring suitably trained designated safeguarding colleagues are always available during term time with adequate cover during the school holidays.

The DSL and all designated safeguarding deputies are trained to the same level. They undertake local inter-agency training refreshed every two years, with more frequent updates, such as through bulletins and meetings, with other designated staff, at least annually. The DSL has undertaken Prevent awareness training and is able to provide advice and support to other members of staff regarding the protection of children from the risk of radicalisation.

The Headteacher and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (at least every two years). In addition, all staff receive regular safeguarding and child protection updates at least termly, (for example via bulletins and staff meetings). All staff know their local early help process and understand their role within it. They are made aware of the process of making referrals to children's social care and for statutory assessments.

New staff and volunteers who work with children are made aware of the academy's arrangements for child protection and their responsibilities. This induction training includes the following elements:

- The Trust safeguarding and child protection policy
- The safeguarding issues and procedures specific to the academy
- The role of the DSL as well as the identity of all designated safeguarding personnel at the academy
- KCSIE Part I (2019)
- KCSIE Annex A (2019) – this includes additional contextual information including o Children and the court system, when children are appearing as witnesses;
 - o Children missing from education
 - o Children with family members in prison;
 - o Child sexual exploitation
 - o Domestic abuse
 - o Criminal Exploitation of children (County Lines); and
 - o Homelessness.
 - o Honour based violence
 - o Preventing radicalisation
 - o Peer on peer abuse
 - o Sexual violence and sexual harassment.
- Staff code of conduct – including whistleblowing, the acceptable use of IT and online safety.



- The STL CMAT behaviour for learning and associated policies including exclusions, reasonable force and personal care.
 - ‘Reasonable’ means ‘using no more force than is needed’. The use of force may involve passive physical contact or active physical contact whichever is appropriate for the circumstances. When considering the use of reasonable force towards children with SEND or medical conditions, the risks should be carefully considered. Individual behaviour plans and other forms of proactive behaviour support should be in place to reduce the need for reasonable force.
 - Personal care includes helping a child with eating and drinking for reasons of illness, or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.
- The safeguarding response to children who go missing in education

An individual member of the LGB champions issues to do with safeguarding children and child protection within the academy, liaises with the DSL, and provides information and reports to the LGB.

Each academy contributes to inter-agency working with its Local Authority Safeguarding Partners in line with statutory guidance. *Working together (2018)* makes it clear that academies belonging to MATs should be fully engaged, involved and included in all local authority arrangements by building working partnerships and maintaining routine contact with local authority partners rather than communicating only in the event of a concern.

Safeguarding children in the EYFS: All trust staff must be alert to any issues of concern in the child’s life at home or elsewhere. In addition to staff training regarding Trust and local authority policies and procedures, providers must train staff to identify signs of possible abuse or neglect at the earliest stage opportunity including:

- Significant changes in children’s behaviour
- Deterioration in children’s well being
- Unexplained bruising or signs of possible neglect
- Children’s comments which give cause for concern
- Any reason to suspect neglect or abuse outside the setting, such as signs that a girl may have been subject to female genital mutilation
- Inappropriate behaviour demonstrated by other members of staff in the setting such as excessive 1:1 attention or sharing inappropriate images.

The trust is also committed to fulfilling the key requirements of the Early Years statutory framework as follows:

- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. All staff medication on academy premises must be stored securely and out of children’s reach.
- All staff must follow the Trusts policy for administering medication and informing parents of any accidents, illnesses, injuries or treatment the child has received during the school day.
- At least one member of staff with a current paediatric first aid certificate must be on the premises and available at all times when the children are present.
- Each child must be assigned a key person who must ensure that the child’s care is tailored to meet their needs.
- EYFS staff must ensure that all children are adequately supervised and that they are always in adults’ sight and hearing.
- Reception classes are subject to class size legislation which limits the size of the class to 30 children per teacher.
- Staff will undertake daily risk assessments to ensure the children are not being exposed to risk and that they are taking steps to manage any risks that exist. Staff must keep children



safe on educational visits by assessing and managing the potential risks and hazards. This assessment must include the adult ratios.

- No member of staff will give corporal punishment to a child.
- Staff must keep a record of where it has been necessary to use physical intervention to avert immediate danger or personal injury to a child or where it has been absolutely necessary to manage the child's behaviour.

Children with special educational needs and/or disabilities: Children with special educational needs and/or disabilities are three times more likely to be abused by their peers than other children. All members of the Trust must be alert to the additional challenges for children with SEN and disabilities including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not their SEN or disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication.

Children with SEN and disabilities should have a greater availability of mentoring and support.

Safer recruitment practices: each academy operates safer recruitment practices and the Headteacher, the nominated governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training. A separate Recruitment and selection policy is available and incorporates updates as required through KCSIE 2019.

Dealing with allegations: There are clear procedures for dealing with allegations of abuse against members of staff and volunteers. Allegations of abuse or concerns that a member of staff or adult working at the academy may pose a risk of harm to a child or young person are notified to the Headteacher who refers them to the Designated Officer (formerly the LADO) immediately i.e. within 24 hours. Where the allegation concerns the Headteacher, the CEO should be notified and they will refer to the Designated Officer (formerly the LADO), without first informing the Headteacher. The academy leaders do not investigate an allegation before it has been referred to the Designated Officer (formerly the LADO). In cases of serious harm or criminal activity, the police will be informed immediately.

It is essential that all academy staff keep contemporaneous records of the advice received from the Designated Officer, including the time, date with the details of the colleague contributing to the decision. Any advice must be acted upon. Leaders should be prepared to contribute to a strategy meeting if one is called.

Responses will consider whether the colleague has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

Colleagues who are dismissed/ removed or who would have been because their conduct poses a risk to children, will be reported to the Disclosure and Barring Service. Colleagues dismissed because of professional misconduct will be referred to the Teaching Regulation Agency within the Department for Education, formerly the NCTL.

Whistle blowing: all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a



timely manner. A separate whistle blowing policy is available as well as other whistle blowing mechanisms for staff who feel unable to raise concerns with the Trust directly.

Review procedures: associated policies and procedures are in place and updated annually including a staff behaviour policy/“code of conduct” for all staff and volunteers.

Any deficiencies or weaknesses in policy or practice brought to the attention of the Trust will be rectified without delay by the Headteacher, overseen by the CEO.

The Headteacher’s responsibilities

The Headteacher of the academy will ensure that:

- The policies and procedures adopted by the Trust Board are effectively implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the DSL and other staff responsible for safeguarding and child protection to discharge their duties, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- The risk of children being drawn into terrorism is assessed including support for extremist ideas that are part of terrorist ideology. Ensuring that staff are able to demonstrate a thorough understanding of risks within the area. All staff undertake Prevent training enabling them to identify signs of radicalisation or extremism. All staff are aware of the Channel programme and where appropriate, make a referral in compliance with the Prevent duty (The Counter Terrorism and Security Act 2015) and this policy.
- Existing local partnerships are developed and strengthened as part of the Prevent duty.
- Suitable Internet filtering is in place to restrict children’s access to terrorist and extremist material through the internet within the academy. Pupils have safe access to the internet through their own devices via implementation of the Trust ‘E-Safety Policy and the Acceptable Use Agreement’ policy and procedures. Pupils learn about keeping themselves safe, including on-line, through the curriculum.
- Children in the academy feel safe and they know who to talk to about any worries they might have, including bullying. These concerns might arise following discussions that have taken place with other children (children at risk will often talk to another child/their friend, before they confide in a member of staff), or relate to any uncomfortable feelings they have about approaches or suggestions made to them by other children or staff.
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns to the DSL or the designated deputy; anyone can refer independently to Children’s Social Care Services or the Police and they should inform the DSL as soon as possible thereafter.
- A designated member of staff takes particular responsibility for the achievement of looked after pupils and those previously looked after/ care leavers. Local authorities must appoint a personal advisor who maintains oversight of care leavers and creates pathway plans for the child’s future education and training. The DSL should communicate with the personal advisor.
- Notify the CEO of any safeguarding incidents that have been escalated to external authorities within 24 hours.
- All recruitment procedures comply with statutory requirements and that all mandatory vetting checks are completed prior to appointment, including for temporary staff and volunteers. The Headteacher will ensure that the Single Central Register of appointments includes an accurate record of these checks for all adults in the academy, including those for frequent visitors such as members of the Enrichment teams.



- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help.
- Headteachers are responsible for the safeguarding of their pupils when they are placed in alternative provision. They will implement systems to ensure sufficient oversight and monitoring and work in partnership with local authority safeguarding partners, including social workers, who are supporting pupils in Alternative Provision. In accordance with KCSIE 2019, Headteachers will obtain written confirmation from each provider that they have completed all the vetting and barring checks required for their staff and volunteers.

5. The responsibilities of the Designated Safeguarding Lead (DSL)

The DSL takes lead responsibility for safeguarding, child protection and on-line safety. The DSL and their deputies should have a complete safeguarding picture and they are identified as the most appropriate members of staff to advise on the school's response to safeguarding concerns and to lead on early help considerations. The DSLs should be actively involved in all safeguarding activities such as reviewing the reports of the children's internet access as revealed through the blocking and filtering systems. They should have appropriate oversight of the implementation of the curriculum for Relationships Education, and Relationships and Sex Education, and Health Education. They also support the academy with regards to the Prevent Duty and in providing advice on protecting children from the risk of radicalisation. The responsibilities of the DSL are found in Annex B of "Keeping Children Safe in Education" 2019 and include:

- Provision of information to the Trust/LGB/local authority safeguarding partners on safeguarding and child protection.
- Liaison with the Trust and the local authority on any deficiencies brought to the attention of the Trust and how these should be rectified without delay.
- Referral of cases of suspected abuse to Children's Social Care/Multi-Agency Safeguarding Hub (and/or Police) where a crime may have been committed);
- Referral of cases to the Channel programme where there is a radicalisation
- Referral of cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- Working in collaboration with local authority case workers, social care, the police, health services and other services in providing a coordinated offer of early help; working with local authority designated officers in cases which concern a member of staff.
- Working in collaboration with academy leaders including those responsible for pupils with special educational needs and/or disabilities, pupils' behaviour and attendance, medical staff and the IT department in identifying children's needs. They should be alert to the greater risks to children in need, including young carers, and children with special educational needs.
- Acting as a source of support, advice and expertise within the academy and for parents.
- Having a working knowledge of how the local authority conducts child protection case conferences and review conferences, attending and contributing when required;
- Ensuring each member of staff has access to and understands the Trust's child protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering child protection and they are able to recognise and report any concerns immediately they arise. Ensure all staff have



read as a minimum “Keeping Children Safe in Education’ – 2019 – Part 1 and Annex A, the ‘staff code of conduct’ and the issues and procedures specific to the academy. The DSL should ensure that all staff have a working knowledge of the associated safeguarding policies within the local context of the academy and the staff members’ specialist areas such as EYFS, boarding and in safeguarding children on educational visits.

- Keeping detailed, accurate and secure written records of concerns and referrals;
- Obtaining access to resources and training for all staff and attending higher level refresher training courses every two years;
- Where children leave the academy, ensuring that their child protection file is copied, and the original handed to the DSL of the receiving academy/setting and signed for in the new academy/college as soon as possible.
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on records and monitoring below.

6. Expectations for recording, monitoring and transfer

The DSL should ensure that:

- Accurate records are kept and clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim, where possible, and a note made of the location and description of any injuries seen.
- All actions must be dated in full with the day, month and year (DD/MM/YY).
- All safeguarding/child protection documents are retained in a ‘Child Protection/Safeguarding’ file, separate from the child’s main file. This will be kept securely and only accessible to the Headteacher and DSL and the CEO.
- Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- When details of the receiving establishment are not known, academies should follow the ‘Missing Child’ procedure. If the child is subject to a Child Protection Plan the Social Worker must be informed and arrangements must be made to transfer the files.
- When admitting a new pupil where there are existing child protection records that have not been passed on, these records must be pursued within a reasonable timescale.
- When children transfer to an academy, safeguarding records will be copied and the original transferred to any academy or setting the child moves to, clearly marked ‘Child Protection/Confidential, for attention of Designated Person Child Protection.’ The sending and receiving of files should be evidenced. The copied file should be kept by the establishment until such confirmation has been received, after which point the copied file should be destroyed securely.
- Safeguarding files will be transferred separately from other records and passed directly to a DSL in the receiving establishment with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records



to a named DSL by registered post and original documents kept (until a child has reached 25 or 75 if the child is a looked after child). Files requested by other agencies e.g. Police, should be copied and shared as appropriate.

7. Harm

This is the ill-treatment or impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another. Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Most definitions below are taken from the NSCPP website and full and further information can be found at <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> The list also includes other types of abuse that pose a risk to children and young people in STL CMAT academies.

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers. Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

Sexual Abuse, a child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong.

Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage – even death.

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental – children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child



unwell – this is known as fabricated or induced illness (FII). There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

Emotional abuse is the ongoing emotional maltreatment or emotional neglect of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are usually suffering another type of abuse or neglect at the same time – but this isn't always the case.

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child Criminal Exploitation (CCE) involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (eg food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature. Child criminal exploitation often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child or young person have power over them by virtue of their age, gender, intellect, physical strength and/ or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.'

Criminal exploitation often happens within the context of 'county lines' activity defined in the following way:

'Gangs typically recruit and exploit children and vulnerable young people to courier drugs and cash. Typically, users ask for drugs via a mobile phone line used by the gang. Couriers travel between the gang's urban base and the county or coastal locations on a regular basis to collect cash and deliver drugs. Gangs recruit children and young people through deception, intimidation, violence, debt bondage and/or grooming. Gangs also use local property as a base for their activities, and this often involves taking over the home of a vulnerable adult who is unable to challenge them.'

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for nonmedical reasons. It's also known as female circumcision or cutting. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.



Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know – for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

Peer on peer abuse occurs when a young person is exploited, bullied or abused (including sexual abuse) by their peers who are the same or similar in age. All those directly involved in peer on peer abuse are under the age of 18. More specifically, it can include bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Girls and young women are more at risk from peer abuse, but it can also affect boys and young men, pupils with special educational needs and disabilities, LGBTQ children and those from different communities. The perpetrator is not always older than the victim, for example, when the older child is disabled.

Harmful sexual behaviour should be considered in a child protection context. It exists on a wide continuum from normal and developmentally expected to in appropriate, problematic, abusive and violent. In coming to terms with the scale of the behaviour, staff should consider the children's ages and stages of development and any power imbalance between them. Pupils with SEND and children who are LGBTQ (or they are perceived to be by their peers) are more vulnerable to harmful sexual behaviour. Girls are more likely to be subject to harmful sexual behaviour than boys and boys are more likely to perpetrate harmful sexual behaviour.

Sexual harassment and sexual violence: Consent is referred to as the freedom and capacity to choose. A child under the age of 13 can never consent to any sexual activity; 16 is the age of consent. Sexual harassment is unwanted conduct of a sexual nature including sexual comments, sexual jokes, physical behaviour such as deliberate touching and on-line sexual harassment including non-consensual sharing of sexual images. Sexual violence refers to sexual offences under the Sexual Offences Act 2003. Examples include rape, assault by penetration and sexual assault. Staff at STL CMAT academies should be clear that intentionally touching another person in a sexual way and without their consent can be considered sexual harassment but in more extreme cases, it should be considered as sexual assault.



'Up skirting' refers to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.

Academies have a legal duty to eliminate unlawful discrimination, harassment and victimisation.

Academies should implement a preventative approach to eliminating discrimination, harassment and victimisation including through the curriculum. This should cover aspects such as:

- Healthy and respectful relationships
- Consent
- Gender roles, equality and stereotyping
- Body confidence and self esteem
- Addressing cultures of sexual harassment

Reports of sexual violence or sexual harassment are likely to be complex involving the DSL with the support of children's social care and the police as required.

Academies should also provide specialist support and interventions. (See KCSIE 2019 Annex A)

Responding to a report of sexual violence or sexual harassment:

- Reassure the victim that they will be kept safe and that their concerns will be taken seriously.
- Reports may be made by a friend on behalf of the victim and this child will also need support.
- Ensure the victim is able to talk to someone they trust. They may have disclosed the information themselves and this person should always pass on this concern to the DSL immediately and through the usual academy procedures.
- Never promise confidentiality
- Prompt the child with open questions
- Listen to the child and when they have finished talking to you, write up a brief summary
- Only record the facts as they are presented
- Where the report includes an online element, staff must not view or forward illegal images of the child.
- Parents or carers would usually be informed unless this places the child at greater risk
- If a child is at risk of harm or in immediate danger, a referral should be made to children's social care
- Criminal offences such as rape and assault by penetration, should be reported to the police.
- Academies must do all they can to secure the anonymity of all those involved in an alleged incident of sexual violence or sexual harassment.
- The DSL must complete an immediate risk assessment following on from any disclosure and keep it under review
- The DSL should remain in contact with children's social care and the police

Radicalisation This is when a child is exposed to extremist views and is at risk of being drawn into terrorism. In accordance with the Prevent Duty, academies seek to protect children from the risks of radicalisation and to build pupils' resilience to radicalisation by promoting fundamental British



values and enabling them to challenge extremist views. Academies must fulfil four features in creating a coordinated strategy as follows:

- Assess the risks of children being drawn into terrorism. This means being able to demonstrate a general understanding of the risks affecting children in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- Working in partnership and especially with the local authority safeguarding partners who are responsible for co-ordinating what is done by local agencies for purposes of safeguarding and promoting the welfare of the children in the local area.
- Training staff so they are equipped to identify children at risk of terrorism and to challenge extremist views.
- Keeping children safe from terrorist and extremist material when they access the internet by ensuring that suitable filtering is in place.

8. Identification

Trust staff will use indicators of possible abuse to identify students who they feel may need additional support or in some instances be at potential risk of harm.

Staff need to be vigilant about changes in a child's / young person's behaviour including:

- Signs they are withdrawn, anxious, clingy, depressed
- Problems sleeping, wetting the bed, nightmares
- Risk taking, self-harm, alcohol / substance misuse, suicidal tendencies
- Changes in eating habits, eating disorders

Early help: all staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem starts to emerge in a child's life from the Foundation Stage through to their teenage years. All staff should be particularly alert to the potential need for early help who

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer;
- is showing signs of being drawn in to anti - social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/ goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Is a privately fostered child.

The DSL takes a lead on all early help cases.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. It would be appropriate to do so in consultation with the DSL.



Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so - called honour-based violence, and extra - familial threats like radicalisation and sexual exploitation.

Children missing education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures. Signs and indicators or additional needs are listed in the appendix.

9. On-line safety

Academies have a responsibility to educate students on e-Safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. Most children are using data on their phones, on the 4G network. This means academies should have procedures for filtering and monitoring within the school's infrastructure, as well as a policy about children safely accessing the internet whilst they're at school.

The Trust's E-Safety Policy and the Acceptable Use Agreement (for all staff, governors, visitors and students) are inclusive of both fixed and mobile internet; technologies provided by the Trust (such as PCs, laptops, personal digital assistants (PDAs), tablets, webcams, whiteboards, voting systems, digital video equipment, etc.); and technologies owned by students and staff, but brought onto Trust premises (such as laptops, mobile phones, camera phones, PDAs and portable media players, etc.).

10. What to do if you are worried about a child

Responding to Disclosure

Disclosures or information may be received from pupils, parent/carers or other members of the public. It is recognised that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity and follow local Child Protection Procedures.



Such information cannot remain confidential and staff will immediately communicate what they have been told to the Academy DSL. All concerns regarding any pupils must be discussed with a DSL (or one of the Deputy Designated Safeguarding Leads/ the Headteacher in the absence of the DSL) prior to any action being taken or any discussion with parent/carers. Parental consent is not required for referral to statutory agencies. Make a contemporaneous record of the conversation as soon as possible after the discussion, sign, date (day, month and year) and indicate the time of the discussion.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm and ensure that the child knows staff cannot keep secrets
- not investigate
- try to ensure that the child disclosing does not have to speak to another member of academy staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Tell me' 'Explain' and 'Describe' (TED) rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the child that the senior designated person will have to be informed
- reassure and support the child / young person and let them know they have done nothing wrong
 - o explain that only those who 'need to know' will be told
- explain what will happen next and that the child will be involved as appropriate
- seek informed consent for a referral where it will not place the child at further risk to do so

Staff will immediately report to the DSL:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation for an injury given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play - this applies more to younger children but secondary teachers should be observant of similar indications from an older child
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect or any significant changes in a child's presentation, including non-attendance or any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present). In the event that the DSL is implicated in the disclosure, staff should report it immediately to the CEO.

11. Action by the DSL, deputy DSLs or other senior person in their absence

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child discussing the matter with other agencies involved with the family and gathering all information from other members of staff consulting with other appropriate agencies e.g. EWS, Social Care
- the child's wishes, where appropriate
- the need to seek informed consent if it is safe to do so



- wherever possible, to talk to parent/carers the exceptions being when:
 - o it may place a child at risk of significant harm,
 - o it might impede any police investigation and/or place the member of staff or others at risk.
 - o The parent carer might pose a risk to the child o urgent medical treatment is required
 - o a criminal offence is suspected

(It is important that the potential impact upon outcomes for children is borne in mind when judgements are made about when it is or is not appropriate to share concerns with parent/carers)

Then decide:

- if there is any concern a child might be at risk of significant harm a referral must be made to children's social care the same working day
- whether to make a child protection referral to the Local Authority, because a child is suffering, or is likely to suffer, significant harm and whether this should be undertaken immediately.
- that reasons for NOT notifying parent/carers before making a referral or concerns about doing so will be discussed with the Initial Contacts Team and recorded.
- All referrals will be followed up by using the relevant documentation within 1 working day.
- The DSL in discussion with other professionals may decide:
 - not to make a referral at this stage
 - that further monitoring is necessary
 - that an assessment of need is required (e.g. Common Assessment Framework) and/or make a referral for other services.
- Children and young people are supported most effectively when services are planned and delivered in a co-ordinated way to offer integrated support across the continuum of needs and services.
- All information and actions taken, including the reasons for any decisions made, will be fully documented.

Assessments should consider the wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. The DSL provides as much contextual information as possible as part of the referral process.

Supporting Staff

The DSL will ensure the member of staff receiving the disclosure is well supported. As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the DSL about the support he/she requires. The DSL should seek to arrange the necessary support.

12. Action following a child protection referral

Working together (2018) makes it clear that Safeguarding Partners and relevant agencies, including the academy, should share and co-own the vision for improving outcomes for vulnerable children. The LA should decide, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. Cases involving concerns about a child will be kept under constant review with the DSL taking responsibility for pressing for an immediate change if the child's situation is not improving. The DSL or other appropriate member of staff expect to support social workers and other agencies following any referral as follows:

- making regular contact with the duty team for the outcomes of a referral



- wherever possible, contributing to any Strategy Discussion
- providing a report for, attending and contributing to any initial Child Protection Conference (the ICPC will share that report with parents prior to the conference)
- contributing to the professional decision making at the ICPC to determine if the child or children become subject to a Child Protection Plan, contribute to the Plan and attend Core Group Meetings and Review Child Protection Conferences providing regular updates and written reports for conferences
- where possible, sharing all reports with parent/carers prior to meetings
- where there is disagreement with a decision made, e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, attempts should be made to address issues via line management. (Advice can also be sought from Senior Education Welfare Officers)
- where a child is subject to a Child Protection Plan and moves from the academy or goes missing, immediately inform the key worker in Social Care and Education Welfare Service.

13. Supporting the Child and partnership with parents/carers

Good child protection/safeguarding practice and outcome relies on a positive, open and honest working partnership with parent/carers. In accordance with Keeping Children Safe in Education 2019 academies should have at least two emergency contacts for every child in the academy in case of emergencies, and in case there are welfare concerns at the home.

Whilst we may, on rare occasion, need to make referrals without consultation with parent/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child. The impact on outcomes for children must be borne in mind when making any decisions about discussing concerns with parent/carers. We acknowledge that lack of parental consent should not be a barrier to services for children. We will provide a secure, caring, supportive and protective relationship for the child. Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parent/carers. The DSL will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child and themselves.

Informed consent: Gillick competency and Fraser guidelines refer to a legal case which looked specifically at whether doctors should be able to give contraceptive advice or treatment to under 16- year-olds without parental consent. But since then, they have been more widely used to help assess whether a child has the maturity to make their own decisions and to understand the implications of those decisions.

The implication of Gillick competency and Fraser guidelines for child protection

- Staff will need to consider how to balance children’s rights and wishes with their responsibility to keep children safe from harm.
- Underage sexual activity should always be seen as a possible indicator of child sexual exploitation.
- Sexual activity with a child under 13 is a criminal offence and should always result in a child protection referral.

14. Safeguarding in the curriculum

The following areas are among those addressed in PSHE and in the wider curriculum:

“A communion of high achieving Catholic schools where every person meets Jesus and grows uniquely in God’s love.”



- Bullying/Cyberbullying
- Diversity issues e.g. Forced Marriage, Female Genital Mutilation (FGM), Honour Based Violence (HBV)
- Domestic violence / Relationships Drug, alcohol and substance abuse
- E Safety / Internet Safety with reference to Teaching online safety in school (June 2019) pupils will be taught
 - o How to evaluate what they see online
 - o How to recognise techniques used for persuasion
 - o Online behaviour o How to identify online risks
 - o How and when to seek support
- Extremism/Radicalisation Protective Behaviours
- Sexual Exploitation of Children (CSE) Sexting
- Promoting healthy and respectful relationships, consent and understanding harmful sexual behaviour.
- Health education
- Other safeguarding issues as relevant.

15. Other Relevant Policies

The Trust's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour for learning
- Racist Incidents
- Anti-Bullying (including Cyberbullying)
- Special Educational Needs
- Educational trips and Visits
- First Aid
- Health and Safety
- Relationships Education, and Relationships and Sex Education, and Health Education
- Site Security
- Equal Opportunities
- Young Carers
- Acceptable Use Policy
- Extended academy activities
- Physical Interventions/Restraint (DfE Guidance - "Use of Reasonable Force" and Screening, Searching and Confiscation")
- Personal care
- Risk assessment
- First aid and the administration of medicines

The above list is not exhaustive but when undertaking development or planning of any kind the Trust needs to consider the implications for safeguarding and promoting the welfare of children.

16. Extended academy activities

Where the Trust provides services or activities directly under the supervision or management of academy staff, the Trust's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Trust will seek assurance in writing that the body



concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the academy on these matters where appropriate.

The academy leaders have a responsibility for safeguarding visiting pupils staying in the homes of children at the academy, such as in hosting an exchange visit. Academies must now conduct enhanced DBS checks on all family members in the house over the age of 16 since they are considered volunteers in regulated activity for the duration of the stay.

17. Work experience for students

Work experience provides a number of benefits for children. It can help with their development and also help them choose their vocation for later life. For students to get the most out of this experience it is essential that the Trust and the employers work together to ensure the students' safety and wellbeing.

18. Private fostering

In accordance with the Children Act (1989) where any event is organised by a member of the Trust including arrangements for children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. The Trust will ensure that all appropriate measures are taken according to the DfE guidance 'Keeping Children Safe in Education' (2019) and will ensure that a DBS certificate including barred check has been obtained prior to approval of the event.

The Trust recognises that where an event is held overseas criminal records cannot be accessed in the same way and therefore the staff will ensure that partnerships with local schools are developed to ensure the safety of the children. Where applicable the Trust will seek advice from the relevant foreign embassy or High Commission of the country in question.

When a member of Trust staff becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, this will be raised with the DSL. The local authority should then be notified in order to confirm that the environment and circumstances are safe and appropriate for the child.

According to the Safeguarding Vulnerable Groups Act (2006) and Children Act (1989) a person who is barred from regular activity will be committing an offence if they privately foster a child. Therefore, if a member of the Trust has any reason to believe that a third party is failing to undertake a statutory duty the police will be notified.

19. Safer recruitment

The Trust pays full regard to DfE guidance 'Keeping Children Safe in Education' (2019). We ensure that all appropriate measures are applied in relation to everyone who works in the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes vetting applicants' suitability, and prior to appointment

- obtaining a separate barred list check if the applicant is to be involved in regulated activity
- obtaining via the applicant an enhanced DBS certificate
- verifying identity and academic or vocational qualifications
- verifying their right to work in the UK
- obtaining at least two professional references, one of which must be from the applicant's current employer, (open testimonials should not be accepted, nor should information provided by the candidate without verifying the information. Electronic references should be



vetted to ensure they originate from a credible source) checking previous employment history and accounting for any gaps in employment,

- ensuring that applicants for teaching posts are not subject to a prohibition order
- checking that a person taking up a management position, is not subject to a 128 direction by the Secretary of State
- making any further checks if the person has lived or worked outside the UK and
- ensuring that a candidate has the health and physical capacity for the job.

On every interview panel for staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online or by attending other appropriate local or national accredited training course.

Staff are expected to disclose any convictions, court orders, reprimands and warnings that might affect their suitability to work with children. This applies during the recruitment process as well as during employment, should these circumstances arise once the appointment has been confirmed.

Disqualification under the childcare act – updated July 2018

This applies to all staff engaged to provide early years care as well as later years care for children under 8 years of age. Adults are disqualified from childcare if they are included on the DSB Barred List, if they have been refused registration or had it cancelled or if they have been found to have committed an overseas offence. Disqualification ‘by association’ not only applies where childcare is provided in domestic settings.

20. Safeguarding vulnerable adults

For any concerns relating to vulnerable adults, contact the Adult Care Team within the Local Authority.

21. Accountability

Academy Headteachers hold delegated responsibility for discharging the compliant implementation of all Trust policies.

In accordance with the Trusts terms of reference, the Chief Executive Officer has delegated responsibility for direct line management of Academy Headteachers.

Therefore, should the subject of the application of this policy be the Academy Headteacher, the CEO will be responsible for discharging the relevant policy.

Academy Headteachers should inform the CEO of all matters relating to serious breaches of this policy including any major incident to be addressed under this policy promptly, preferably prior to action being taken insofar as is reasonably practicable.

Policy status This policy does not form part of any employee's contract of employment.

The Trust may alter or adapt this Policy, and any components of it, at any time



Appendix:

Signs which may be indicative of Physical Abuse:

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- refusal to discuss injuries
- untreated injuries
- admission of punishment that appears excessive
- bald patches
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of returning home
- fear of medical help
- self-destructive tendencies
- aggression towards others
- running away

Signs which may be indicative of Neglect

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or non-attendance at academy
- untreated medical problems
- low self-esteem
- neurotic behaviour
- no social relationships
- running away
- compulsive stealing or scavenging

Signs of Emotional Abuse

- physical, mental and emotional development lags
- admission of punishment which appears excessive
- over-reaction to mistakes
- continual self-deprecation
- sudden speech disorders
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (for examples rocking, hair twisting, thumb sucking)
- self-mutilation
- fear of parent/carers being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- running away
- compulsive eating, scavenging



Signs of Radicalisation or Extremism

Children can display various signs of radicalisation. Some are able to hide it so well that they are indistinguishable from anybody else, making it hard to identify them as radicalised and understand what their intentions are or could be. The following are some signs that could mean somebody could be at risk of radicalisation or is going through a radicalisation process:

- Sudden or gradual change in physical appearance
- Sudden or unexpectedly wearing religious attire
- Getting tattoos displaying various messages
- Unexpectedly growing a beard
- Unexpectedly shaving their head (skinhead)
- Possesses unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person)
- Cuts ties with their friends, family or community
- Starts to become socially withdrawn
- Becoming dependent on social media and the internet
- Begins to associate with others who hold radical views
- Bullies or demonises other people freely
- Begins to attend rallies and demonstrations for extremist causes
- Associates with known radicals
- Visits extremist websites, networks and blogs
- Begins to complain, often with anger, about governmental policies, especially foreign policy
- Advocates violence or criminal behaviour
- Begins to believe in government conspiracies
- Exhibits erratic behaviour such as paranoia and delusion
- Speaks about seeking revenge
- Starts to exhibit extreme religious intolerance
- Demonstrates sympathy to radical groups
- Displays hatred or intolerance of other people or communities because they are different

Signs of Sexual Abuse

There are many signs and symptoms which may indicate that a child is being sexually abused. There are many checklists available detailing these and one such is included here.

- sudden change in behaviour or academic performance
- displays affection in a sexual way inappropriate to age
- tendency to cling or need constant reassurance
- tendency to cry easily
- regression to younger behaviour, such as thumb sucking, play with discarded toys, acting like a baby
- complaints of genital itching or pain
- distrust of a familiar adult, or anxiety about being left with a relative, a baby sitter or lodger
- unexplained gifts of money
- depression and withdrawal apparent secrecy
- wetting, day or night
- sleep disturbances or nightmares



- chronic illnesses, especially throat infections and venereal disease
- anorexia or bulimia
- unexplained pregnancy
- fear of undressing for gym
- phobias or panic attacks FGM risk indicators
- Anxiety leading up to holidays
- Be alert around summer holidays, as this is a time when families may take their child abroad for the procedure. Anxiety leading up to holidays or changes in attendance can be flags, if a girl belongs to a community in which FGM is practised.
- Talk of a 'special ceremony'
- Government guidance also suggests that sometimes a child may even talk about a 'special ceremony' that is going to take place, although some girls are not aware before being taken abroad that they will be undergoing FGM.
- Extended absence
- Extended absence from academy could point towards the procedure having already taken place. As with other forms of abuse, that absence may well be coupled with a change in behaviour on the child's return.
- Psychological effects
- Common psychological effects are depression, anxiety and low self-esteem.

Physical signs

- There may also be physical signs, such as
 - bladder problems
 - complaints of pain or discomfort when sitting still
 - difficulty in walking, standing or sitting
 - longer periods in the bathroom or toilet
 - withdrawn or anxious or depressed
 - sudden changes in behaviour following a period of absence

Child Sexual exploitation risk indicators

Signs of child sexual exploitation include the child or young person (NSPCC):

- going missing for periods of time or regularly returning home late
- skipping academy or being disruptive in class
- appearing with unexplained gifts or possessions that cannot be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- using drugs and alcohol
- displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting')
- they may also show signs of unexplained physical harm such as bruising and cigarette marks
- intimidated or fearful of certain people in certain situations
- getting involved in gangs
- having older boyfriends or girlfriends
- changes in appearance including weight loss