

QUEEN'S CRESCENT SCHOOL

Safeguarding and Child Protection Policy

Queen's Crescent School fully recognises its responsibilities for Safeguarding and child protection.

Policy agreed (date):	27th November 2017
Policy published (including on website) (date):	30th October 2017
Next review (date):	September 2018

Key Safeguarding Personnel			
Role	Name	Tel.	Email
Headteacher	Mrs Julia Hawkins	01249 460190	admin@queenscrescent.wilts.sch.uk
Designated Safeguarding Lead (DSL)	Mrs Julia Hawkins	01249 460190	admin@queenscrescent.wilts.sch.uk
Deputy DSL(s) (DDSL)	Mrs Emma Lobb Mrs Wendy Matthews	01249 460190	<u>el@queenscrescent.wilts.sch.uk</u> wm@queenscrescent.wilts.sch.uk
Nominated Governor	Mrs Tracey Broadway	01249 460190	tb@queenscrescent.wilts.sch.uk
Chair of Governors	Mrs Rachel Dimech	01249 460190	rd@queenscrescent.wilts.sch.uk
Designated Teacher for Looked After Children	Mrs Julia Hawkins	01249 460190	admin@queenscrescent.wilts.sch.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2016)			

Early Help - single point of entry:	01225 718230
Children's Social Care referrals:	
Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Out of hours:	0845 607 0888

If you believe a child is **at immediate risk** of significant harm or injury,
you **must** call the police on 999.

Introduction

Queen's Crescent School is committed to safeguarding and promoting the welfare of children.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)
- The Procedures of Wiltshire Safeguarding Children Board
See Appendix 1 for further relevant guidance documents

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies/ guidelines adopted by the governors and should be read in alongside the following policies relevant to the safety and welfare of our pupils:

- | | | |
|----------------------|--------------------------------|---------------------------------|
| • Behaviour policy | • Health and Safety policy | • Code of Conduct |
| • Equality Statement | • Whistleblowing policy | • SEND policy |
| • Sex education | • Teaching and Learning policy | • Medical Conditions |
| • Online Safety | • PSHE | • Intimate Care |
| • Social Networking | • Anti-Bullying | • Use of Photographs and Videos |

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).

- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2016).

Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Code of conduct D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Prevent Staff training Whistleblowing	Child voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Child Sexual Exploitation Reporting abuse /WSCB procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

Allegations management

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOfA) and other partner agencies in the event of an allegation of abuse being made against the headteacher/principal.

Audit

The nominated governor (NG) for safeguarding will liaise with the headteacher and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

The nominated governor monitor the school's safer recruitment practice.

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE.

At Queen's Crescent School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of whether the essential checks as set out in KCSiE, have been carried out or certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all members of the proprietor body (for independent schools, academies and free schools).

See also Training.

Code of conduct

Queen's Crescent School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies,
- staff/pupil relationships
- communications including the use of social media

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Photography and images

Under no circumstances should staff or volunteers be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting without prior agreement of the Headteacher.

Staff and volunteers *should*:

- Seek parental consent for photographs to be taken or published
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them
- Only retain images when there is a clear and agreed purpose for doing so
- Store images in an appropriate secure place in the school

Staff and volunteers *should not*:

- Take images in one to one situations
- Take images of pupils for their personal use

Parents are informed that photographs are for personal use only. Please refer to the Photographs in School Procedure for more details.

Visitors

All visitors complete a signing in/out form, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Early help

At Queen's Crescent School, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL. As soon as the criteria are met, we refer to Wiltshire Early Help Service to ensure intervention at the earliest possible stage.

The D/DSL consults the Multi-Agency Thresholds for Safeguarding Children on the WSCB website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2016) along with notes from Safeguarding training, are important reference documents for all staff – see appendix 6. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues.

Responding to concerns/disclosures of abuse

All staff adhere to staff DOs and DON'Ts when concerned about abuse or when responding to a disclosure of abuse (Appendix 2)

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. (Appendix 3)

During term time, the DSL or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Missing children and children missing education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, we follow the WSCB procedure and refer to the MASH team as appropriate. Where there are welfare concerns about a pupil we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service when a pupil:

- has 10 days or more continuous absence from school without an explanation (or fewer where there are concerns about the welfare of a pupil)
- has left school suddenly and the destination is unknown or
- has not taken up an allocated school place as expected.

Special Education Needs and Disability (SEND)

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.

In our school, pupils with SEND are encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

Child Sexual Exploitation (CSE)

- CSE is a form of sexual abuse where children are sexually exploited for money, power or status.
- It can involve violent, humiliating and degrading sexual assaults.
- In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.
- Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.
- CSE does not always involve physical contact and can happen online.
- A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Please see Appendix 6.

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM.

We will report to the police any 'known' cases of FGM to the police as required by law.

Please see appendix 6.

Peer on Peer abuse

All our pupils have a right to attend school and learn in a safe environment. Occasionally, safeguarding allegations may be made against pupils by others in the school.

This is most likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults or
- sexting.

Staff recognise that pupils can abuse their peers and such abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. Consequently, it is dealt with as a safeguarding concern and **not** managed through the systems set out in the school behaviour policy.

Please see our anti-bullying policy for details of how we support our pupils.

Preventing radicalisation

Protecting children from the risk of radicalisation is seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making a referral to the Channel programme or to the MASH.

Off site visits and exchange visits

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in Appendix 2

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

Record keeping and information sharing

The school will:

- keep clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate. Appendix 4
- keep a chronology of concerns for an individual using appendix 4b
- ensure all pupil safeguarding and child protection records are kept securely in a locked location.
- ensure the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with the local authority’s Record Keeping Guidance which includes details about file retention.

Information about pupils at risk of harm is shared with members of staff on a “need to know” basis. The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children’s Social Care. We follow this up by contacting Children’s Social Care directly.

See Appendix 6 for more information on Private Fostering.

Escalation policy

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if a child's situation does not appear to be improving or if they do not feel a decision is right. In such cases the WSCB escalation policy is used.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the Deputy Head.

If a staff member feels unable to raise an issue with the Deputy Head or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or e.mail help@nspcc.org.uk.
- A member of the governing body: Mrs Tracey Broadway.

Managing allegations against adults

Queen's Crescent School follows the procedures set out in the WSCB Allegations Management Policy. If a staff member has concerns about another staff member or volunteer they report this immediately using the procedure described in 'Allegations against adults' flowchart. Appendix 5.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career.

Training

All members of staff and volunteers have read, signed and understood the school's Code of Conduct.

We ensure our foundation and advanced training attended meets the minimum standards set out by WSCB in the document 'WSCB recommended minimum standards for child protection training'.

Induction

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding procedures at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our staff Code of Conduct
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Foundation training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g.: via e-bulletins or safeguarding fora with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Prevent

All staff receive Prevent training.

Staff support

Due to the demanding, often distressing nature of child protection work, the DSL/DDSL support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governors

Governors undertake the school's Induction programme. They may choose to complete face to face training for governors provided by Wiltshire Council. In addition, governors may choose to attend whole school safeguarding and child protection training.

Monitoring and review

Governors ensure that safeguarding is an agenda item on the for every full governing body meeting.

The headteacher ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

Monitoring of Children subject to a CP Plan

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend meetings and core groups specified in the plan and contribute to assessments and plans.

The school recognises that pupils who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behavior and may not be reaching their full academic potential. The school will ensure that appropriate mechanisms are in place in school.

Appendix 1

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

This Policy was approved by the Local Governing Body at its meeting held on 27 November 2017.

Signed (include name and role):
DSL and Headteacher

Signed (include name and role):
Chair of Governors

Date of next review:**September 2018**.....

DOs and DON'Ts

when responding to a disclosure of abuse

DO:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully.**
- use the '**tell me**', '**explain**', '**describe**' and/or mirroring strategy.
- **tell** the child what you are going to do next.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

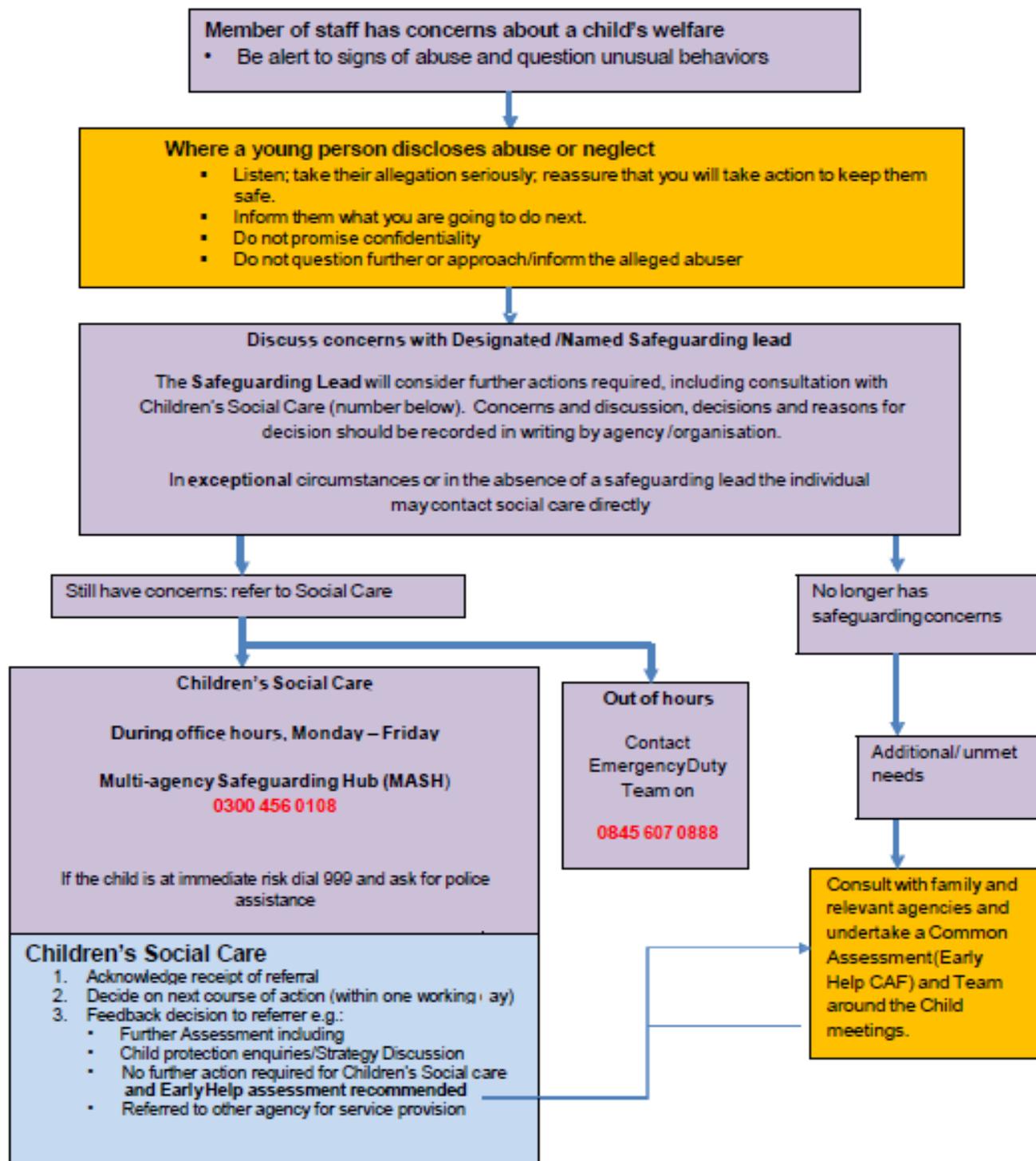
DO NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking.
- ask the pupil to write an account.
- interview the pupil and try to investigate the allegation yourself.
- ask another adult to witness the disclosure.
- promise confidentiality eg say you will keep 'the secret'.
- approach or inform the alleged abuser.



WILTSHIRE SAFEGUARDING CHILDREN BOARD

What to do if you are worried a child is being abused or neglected



This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation) at: www.wiltshirelscb.org

A114/15 Updated Sept 2016/Review date Sept 2017

Appendix 4

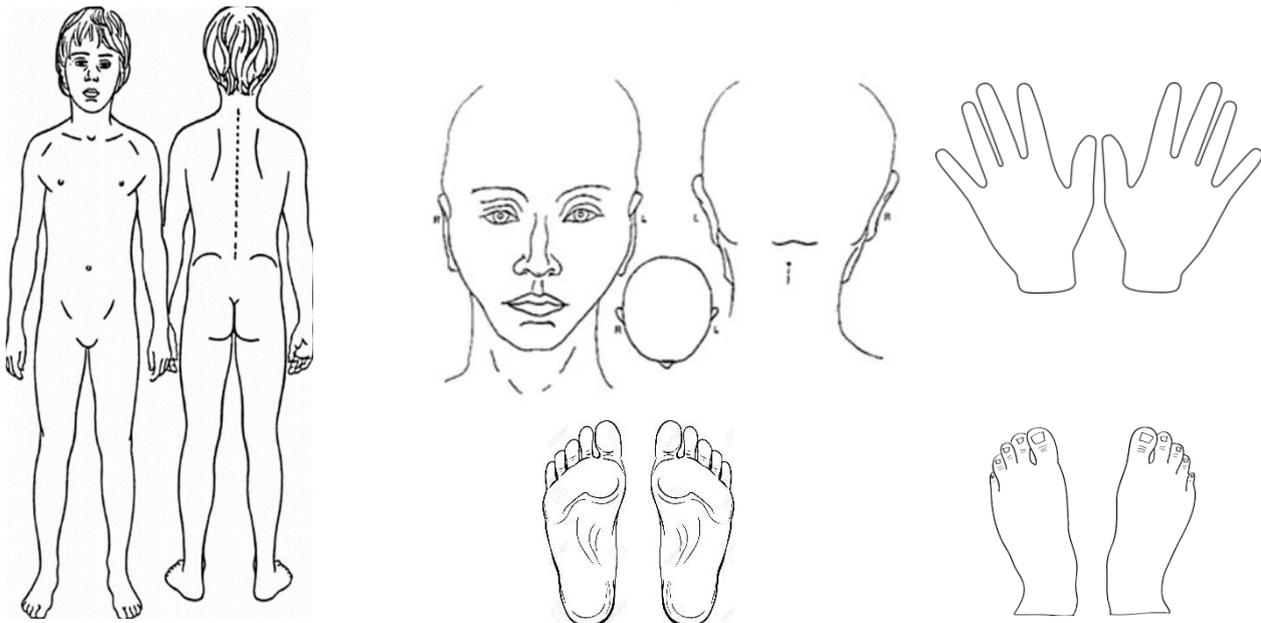
Concern Form – Part A

Complete **Part A** this form every time you have a concern about a pupil.
The Designated/Deputy Safeguarding Lead will complete **PART B**

Child's name			
Date of birth			
Name of member of staff reporting the concern		PLEASE PRINT	
Signature			
Date		Time	

Concern- Use the body- map below to show any marks or injuries.	
Additional form used?	Yes / No

Children must not be undressed or photographs taken of any marks or injuries



Concern Form – Part B

To be completed by the school's Designated/Deputy Safeguarding Lead

Child's status with Early Help or Children's Social Care (please tick & add name where known) at time of initial report				
None	CAF	Known to Social Care	Allocated social worker	Child Protection Plan
Name of allocated worker				

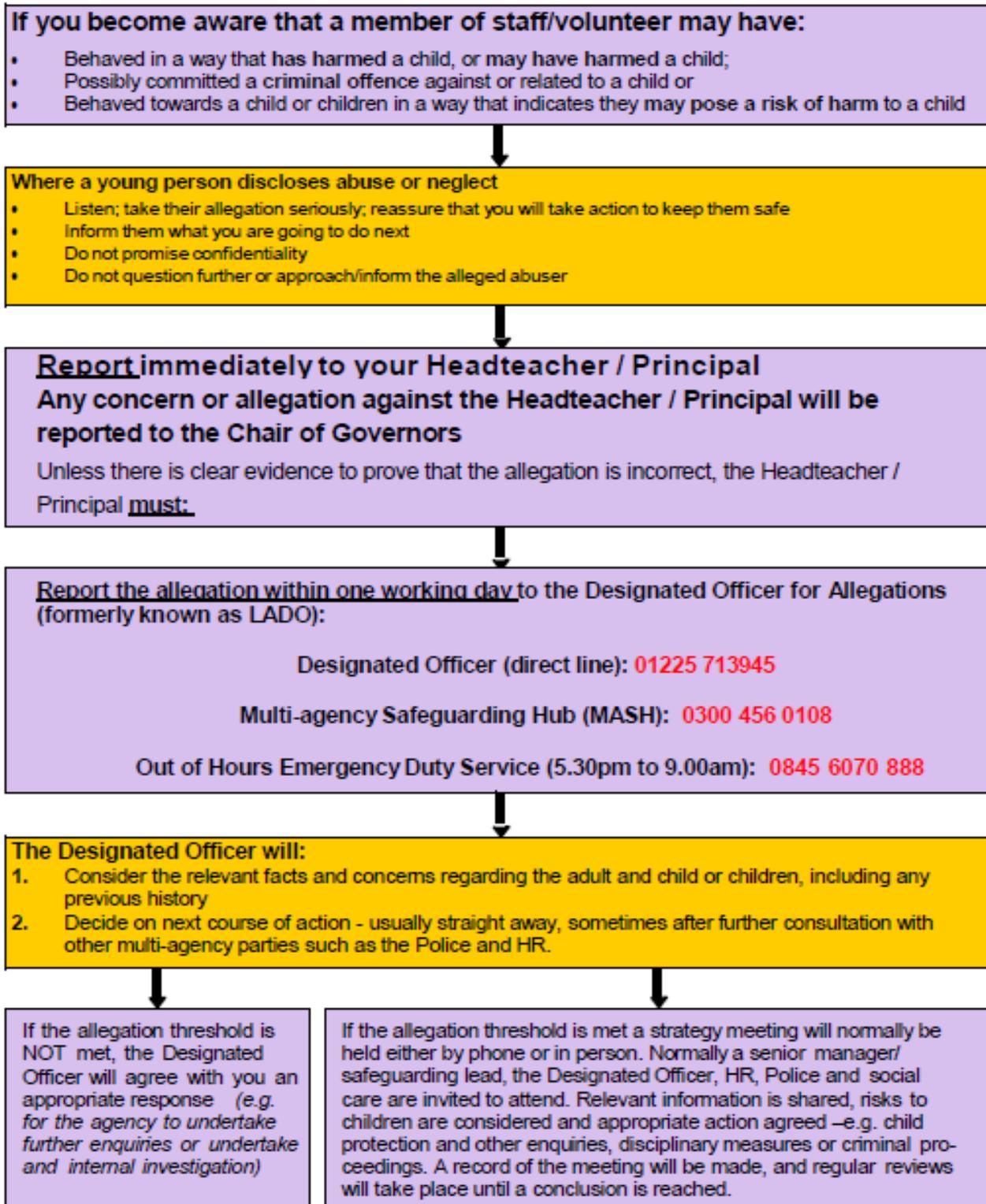
Name of D/DSL reviewing the concern			
Name of person taking action	Action	Date	

Feedback given to person who raised the concern?			
Name		Date	Y / N



ALLEGATIONS AGAINST ADULTS - Risk of harm to children

GUIDANCE FLOWCHART



NB: This document is intended for use as a brief guide only. For more detailed guidance refer to The WSCB Allegations Management Policy at www.wiltshirescb.org

Appendix 6: Indicators of abuse and neglect

What to do if you are worried a child is being abused 2015 provides definitions and indicators of the categories of abuse and neglect. Some of the signs below *may* be indicative of abuse:

Physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can also occur outside of the family environment.

Emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such.

A child may not understand what is happening and may not even understand that it is wrong.

Neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.
- Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Children who are neglected often also suffer from other types of abuse.

Neglect may occur if a parent becomes physically or mentally unable to care for a child.

A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Specific safeguarding issues: *KCSiE 2016, Annex A* provides definitions and indicators of specific safeguarding issues. Some of the signs below *may* be indicative of abuse:

Child Sexual Exploitation (CSE):

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Female genital mutilation (FGM):

Indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet;
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

Preventing radicalisation:

Extremism can take several forms, including Islamist extremism and far-right extremism.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism.

- There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.
- Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.
- The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Radicalisation of young people can be compared to grooming for sexual exploitation.

Early indicators may include:

- Vulnerability and social factors, such as:
 - family or local community tensions
 - low self-esteem
 - experience of poverty, disadvantage, discrimination, social exclusion / perception of injustice
- Access to extremist influences or showing sympathy for extremist causes
- Advocating messages similar to illegal organisations
- Evidence of accessing / possessing illegal or extremist material (including online)
- Justifying the use of violence to solve societal issues
- Pattern of regular or extended travel to locations known to be associated with extremism
- Significant changes to appearance, behaviour and peer relationships.

Online safeguarding training (specific safeguarding issues):

- **Child Sexual Exploitation:** <https://keepthemsafe.safeguardingchildren.co.uk/>
- **Female Genital Mutilation:** <https://www.fgmelearning.co.uk/>
- **Prevent:** www.elearning.prevent.homeoffice.gov.uk

New Home Office e-learning tool, aimed at those with responsibilities under the Prevent duty, particularly front line staff in schools, has been developed to help raise awareness of radicalisation.

Private fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.