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“Safeguarding children and protecting them from harm is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play”

Working Together to Safeguard Children (2018)

43.

The registered person of a children’s home must have regard to the Guide to the Children’s Homes Regulations, including the quality standards (April 2015), in interpreting and meeting the Regulations. The Guide covers the quality standards for children’s homes, which set out the aspirational and positive outcomes that we expect homes to achieve, including the standard for the protection of children. The registered person is responsible for ensuring that staff continually and actively assess the risks to each child and the arrangements in place to protect them. Where there are safeguarding concerns for a child, their placement plan, agreed between the home and their placing authority, must include details of the steps the home will take to manage any assessed risks on a day to day basis.

44. In addition to the requirements of this standard, the registered person has specific responsibilities under regulation 34 to prepare and implement policies setting out: arrangements for the safeguarding of children from abuse or neglect; clear procedures for referring child protection concerns to the placing authority or local authority where the home is situated if appropriate; and specific procedures to prevent children going missing and take action if they do.

45. Each home should work with their local safeguarding partners to agree how they will work together, and with the placing authority, to make sure that the needs of the individual children are met.

Children’s homes – Working Together to Safeguard Children (2018)

Children’s Homes Regulations 2015

Regulation 34(1)(a) and (b) requires us to have a policy which

“... is intended to safeguard children accommodated in the children’s home from abuse or neglect and sets out the procedure to be followed in the event of an allegation of abuse or neglect”.

Section 11 of the Children Act (2004) (See appendix 2) and Section 157 of the Education Act 2002 all comment on how professionals and particularly schools (including independent schools) must have arrangements to safeguard and promote the welfare of pupils at the school; and to work together with other agencies to safeguard children and promote their welfare.

Responsibilities

All those adults to whom this policy applies have a shared responsibility to ensure that the children in our care are protected from abuse, and from the outcomes of abuse. This responsibility is exercised through:

- ❑ Vigilance for indications of abuse.
- ❑ Prompt action in response to causes for concern, following the procedures specified below.
- ❑ Maintenance of confidentiality.
- ❑ Awareness of our own actions, the potential for these to be seen as abusive, and the potential for false allegations.
- ❑ Sensitivity and compassion towards those who have experienced abuse.

The organisation has a responsibility to:

- ❑ Nominate a suitably trained and experienced person to have a lead responsibility for Safeguarding Children. These are the designated safeguarding officers named in the 'contacts' section at the end of this policy
- ❑ Ensure child protection matters are dealt with effectively in accordance with statutory and local guidance.
- ❑ Provide a high standard of Safeguarding training to all those in the organisation who work with children. Ensure that issues concerning the care and protection of children and staff are responded to promptly and sensitively.

Aims

We aim to ensure that this policy and practice guidance meets the requirements of all of the relevant guidance and legislation to safeguard and promote the welfare of all of the children in our care.

In line with regulations and as stated in the Guide to the Children's Homes Regulations including the Quality Standards, the policy clearly sets out:

- The arrangements for the safeguarding of children from abuse or neglect
- Clear procedures for referring child protection concerns to the placing authority or local authority where the home is situated if appropriate
- Specific procedures to prevent children going missing and take action if they do
- Should include arrangements in relation to dealing with allegations involving staff in the home, e-safety and to counter risks of self-harm and suicide

We are aware that residential settings can provide many opportunities for abuse to take place. We recognise that children "looked after" and children with disabilities are more often abused than other children, and that many of the children we look after have prior experiences of abuse.

We aim to provide an environment:

- ❑ *Which protects vulnerable children from abuse,*
- ❑ *In which victims are supported in managing the personal consequences of abuse,*
- ❑ *That acknowledges and manages abusive behaviour by children,*
- ❑ *Which works openly and transparently in partnership with other agencies.*

In addition, we aim to protect the organisation and all those working within it from the outcomes of child abuse through ensuring high standards of practice.

Who does this policy apply to?

This policy will apply to all employees, contracted therapists, voluntary workers, students on placement, temporary workers and agency staff. Irrespective of their role in the organisation, everybody is seen as having a duty of care towards children. All must comply with the provisions of this policy and the associated procedures. Staff with supervisory responsibility for students, volunteers or temporary staff are also responsible for ensuring compliance with the staff they are supervising.

The children referred to in this policy and the procedures are:

- those children accommodated by the organisation,
- those children who have been accommodated but have left our care, and
- those children who are temporarily the responsibility of the organisation, such as visiting siblings or friends, children of staff members, visitors or guests.
- Staff trained in the application of Safeguarding procedures may also feel a professional responsibility to follow these guidelines in reporting any causes for concern which they encounter outside the workplace.

Safeguards

All employees, voluntary workers, students on placement, temporary workers and agency staff are appointed and monitored through the statutory guidance for schools 'Keeping Children safe in education 2019'.

All new staff will attend Safeguarding training within one week of their start date. Employees may be required to undertake re-training at any time at the discretion of the managers.

Visitors to the school must be signed in through the visitors log held at all locations and be supervised by an appropriate member of staff. External contractors, trades people and delivery drivers will be monitored.

Bullying is covered by a separate policy and can be found by staff on our P Drive.

Safer Recruiting

The organisation follows the Keeping Children Safe in Education 2019 guidance and this is covered in our Safer Recruiting Policy.

Training:

The Designated Officers have undertaken formal accredited training in the role of the Designated Safeguarding Officer. Refresher training is provided every 24 months or more frequently if deemed necessary by managers.

Abuse

Abuse can be defined as any action(s) or inaction(s) taken by one person in a position of power or responsibility which results in significant harm to a child over whom the power or responsibility is held.

'Significant Harm' is a legal term from the 1989 Children Act. It is harm which could impair the child's health, social, emotional, physical or educational development in comparison to what might reasonably be expected of a similar child.

- Under Section 31(9) of the Children Act 1989, as amended by the Adoption and Children Act 2002:
- **'Harm'** means ill-treatment or the 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'** means physical or mental health; and
- **'Ill-treatment'** includes sexual abuse and forms of ill-treatment that are not physical.

The four categories of Child Abuse recognised by the government are:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

For signs, symptoms and indicators of abuse see Appendix 3.

Abusive actions and behaviour frequently cut across these categories.

Other forms of abuse also include:

Child on child abuse - is a form of **child abuse** in which a **child** is abused by one or more other **children** or adolescent youths, and in which no adult is directly involved

Bullying - any persistent and uninvited behaviour which insults, hurts or intimidates someone including cyber-bullying. (see School Policy for details)

Missing Child - a child going missing from School is a potential indicator of abuse or neglect. Staff must follow the School's guidance found in the Missing Person's Policy. (see School Policy for details)

Female Genital Mutilation (FGM) – professionals in all agencies, and individuals and groups, need to be alert to the possibility of a girl being at risk of FGM, or having already suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. (see Appendix 5 for details/descriptions).

Child Sexual Exploitation (CSE) – involves exploitive situations, contexts and relationships where young people receive something (for example food accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship. (see Appendix 4 for details/descriptions)

Forced Marriage – a form of Domestic Abuse. It should be recognised as a human rights abuse – and should always invoke child protection procedures within the school. (see Appendix 6 for details/descriptions)

Extremism and Radicalisation - Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity. Extremism is defined as vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; also included in this definition of extremism is calls for the death of members of the armed forces. This is now covered under the new PREVENT 2015 legislation (see Appendix 7 and the Ryes Policy on Preventing Extremism and Radicalisation for more information)

Reporting Cause for Concern (see Appendix 1 – Safeguarding Procedure at a Glance)

Cause for Concern

All causes for concern should be reported to an appropriate person. A cause for concern exists when any

- action
- disclosure
- serious complaint
- allegation
- witnessing of an incident
- event or series of events

indicate the possibility of abuse. This list is not exhaustive and any behaviour which makes a staff member or yp feel uncomfortable should be reported.

If you have cause for concern:

You Must

- Tell the appropriate person (Manager, Deputy Manager, On-Call Manager or Designated Safeguarding Officer (DSO)) immediately. This should not be discussed with anybody else other than those listed.

If the cause for concern or allegation is against the Manager, Deputy Manager, On-Call manager, then it should be passed immediately to the DSO or Head Teacher.

If the cause for concern or allegation is against a DSO or Head Teacher then it should be passed immediately to the proprietors.

You Must Not

- Ask a child leading questions, such as:
 “Was it your dad that hit you?” (or some other named person)
 “Does your brother bully you?” (or some other named person)
 “Did it happen at home?” (or some other named place)
 “So that must have upset/hurt you?”
- Investigate allegations further.
- Take photographs of marks.
- Tape/video record an interview
- Ask a child to remove any clothing. Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the child.

Examples of non-leading questions

- Has something happened to you?
- Can you tell me what happened?
- Where did it happen?
- When did it happen?
- Was anyone else there?
- Can you tell me about it in your own words?

Remember: Social Care Services takes the lead role in enquiring about child protection issues related to the child whilst the employer retains the responsibility for disciplinary actions related to their staff member, volunteer or carer.

If the concern stems from an allegation or disclosure by a child/young person:

- Make sure that the child/young person is re-assured and comforted.
- Tell them that they are being listened to and taken seriously.
- Tell them that the information they give you will need to be shared with appropriate others. You must never agree to keep a secret.

In all cases:

- Take what steps you can to ensure the immediate safety and welfare of the child(ren)/young people .
- Make an immediate verbal report to the Location Manager, Deputy Manager, On-Call Manager or DSO if out of hours by telephone if necessary.

- As soon as possible, **make a full written report, using a pink safeguarding incident form, for the attention of the Location Manager. The Location Manager will send a copy to the Designated Safeguarding Officer.** (Remember that your report may form the basis for any further investigation, and needs to be able to be read and understood by professionals from other agencies).
- Ensure that the words of the child/young person are used in the report and not the interpretation or understanding of those words by a member of staff.

Purpose of Recording:

- Allows for a chronology of what happened and when it happened
- Shows history of events and allows analysis of any patterns
- Allows for continuity in absence of member of staff
- Shows actions taken by staff
- Provides accountability - school, staff and DSO
- Provides a basis for evidence in court
- Provides information for enquiry, statistics, research
- Highlights staff training and development needs

Reporting – A Manager’s Duties :

- Take any further steps needed to ensure the immediate safety of children, which may include the re-location of children, re-location of staff, calling in additional staff, suspending staff. (If it is judged to be necessary to suspend a member of staff, the staff member being suspended must be told in person where possible, by a manager, reminded of the conditions of suspension and immediately escorted from the premises).
- During office hours call the Local Authority Designated Officer (LADO) for the relevant authority, if the issue relates to a member of staff. If the advice of the LADO is to make a referral, or the matter does not involve a member of staff, contact the local safeguarding team to make a referral – see contact numbers on final page.
- Inform the Police if immediate intervention is necessary, e.g. if a scene of crime needs securing, forensic evidence needs to be gathered or action needs to be taken to make the community safe, ensuring the preservation of evidence.
- Make sure injured children receive urgent medical treatment as necessary, ensuring that medical practitioners are aware that the injuries have been reported as abuse.
- Set up pink safeguarding folder, to contain a tracker form, printed copy of the Ofsted Notification in line with reg 40 (care only), and all incident reports and documents relating to the referral.
- Inform the allocated social worker and/or placing authority of each child/young person involved of the reported concern by phone or fax.
- Care only - Send on-line Ofsted Notification form to Ofsted, the allocated Social Worker, the allocated administration officer, and the Designated Safeguarding Officer Distribution list **(NB: The administration officer must ensure a printed copy of the notification is stored in the appropriate folder of the P drive)**
- Inform the child/young person’s parents or carers, unless there is good reason to delay doing so (e.g. family member is subject of concern). Before contacting parents, check the young person’s file to ensure this course of action is in line with the child’s legal status and placement plan.
- Carry out any further actions advised by the Local Child Abuse Investigation Team.
- Update Reg 40 notification form and re-send to Ofsted, Social Worker, the allocated administration officer, and DSO distribution list as/when any actions occur in relation to an

ongoing safeguarding matter. **(NB: The administration officer must ensure the Reg 40 is stored in the appropriate folder of the P drive)**

- Log and file copies of all reports in a confidential child protection file. When completed, retain the child protection file on site, unless the matter relates to a member of staff and therefore the files needs to be transferred to the HR department for filing. A File note needs to go into the child/young persons file to show a safeguarding file is in existence.

If the reported concern results in a joint agency investigation (Children Act, 1989, Sec. 47), the Location Manager responsible or Designated Safeguarding Officer will:

- Ensure that the organisation is represented at any strategy meetings by a person competent to do so.
- Ensure that copies of reports are provided to all those who need them.
- Make Ofsted aware of the investigation, and check that they have been invited to any strategy meetings.
- Inform the appropriate Senior Management.
- Attend any Child Protection Conference which may be convened.

When the investigation is concluded the Location Manager/Education Manager must:

- Close off the Child Protection tracker form ensuring all relevant sections of the forms have been completed and signed off.
- Prepare an action plan to address any recommendations by the Child Protection Team or Ofsted arising from the investigation. This may include initiating disciplinary action against staff, planning therapeutic work with a child/young person, considering organisational changes to prevent recurrence etc.
- Ensure all interested parties (e.g. parents, placing authority, Education Safeguarding Service) are informed of the outcomes of the investigation.
- Notify Ofsted of the outcomes by submitting the updated version of the on-line notification.
- Ensure that staff affected by the incident (e.g. staff reporting concern, staff working to provide intensive support for children, staff suspended who are re-instated) are given access to appropriate support.

What happens following an allegation against a staff member

Any allegation against a member of staff will be thoroughly investigated by the appropriate bodies. Both national and local Safeguarding Procedures will be followed. The Ryes will carry out its duty of care to both the child/young person involved and the staff involved. We recognise that staff may be exposed to allegations by young people and as such may be suspended on full pay pending full investigation. Suspension is a neutral act and is done for the protection of all. If staff are suspended, they have the right to a named support person with whom all communication should be made.

Exceptional Circumstances

Exceptional circumstances may make it impossible to comply with these procedures, you still have a duty to report your concerns - If you cannot do anything else, report your concerns directly to any statutory agency, i.e. the Police, Ofsted, any Children's Services or the NSPCC.

Be Aware

Staff are expected to act professionally at all times. Our expectation is that boundaries will be maintained between staff and young people to ensure the safety of both staff and young people. This would include:

- No young people visiting the homes of staff members under any circumstances, if reported this could lead to disciplinary action and ultimately dismissal.
- Young people's confidentiality will be respected whilst in front of other young people and in social settings
- No young people will be photographed or recorded by staff on their personal mobiles or equipment
- Young People will not have access to staff personal mobiles
- Contact between staff members and current young people over social network sites is not permitted. Staff may 'befriend' ex-pupils if they feel that it is appropriate, this should always be reported to your line manager to ensure that this is done openly. All contact by young people (and ex pupils) through this medium should be reported to your line manager

This is not an exhaustive list, please refer to organisational policy documents and the Staff Handbook for further guidance. If you have any further queries, ask your line manager.

Here are some contact details which you may find useful:	
James Fischer II, Designated Safeguarding Officer	07435 754189
Stephanie Jones, Designated Safeguarding Officer	07435 754188
Amanda Leeks , Designated Safeguarding Officer	07968 643179
Maria Marques-Neves, Designated Safeguarding Officer (HR & Compliance)	07435 754191
Suffolk Contact details	
Suffolk Customer First (Mon-Fri 08:00 – 18:45)	0808 800 4005
Suffolk Emergency Duty Service (Mon - Fri 18:45 – 08:45, Weekends Friday 18:45 – Monday 08:00)	0808 800 4005
Suffolk Police	999, 101 or 01473 613500
Suffolk Local Safeguarding Children Board	08456 066067
CYP Services	03001 232 044
Suffolk County Safeguarding Manager -Northern Area - Chris Burton	01502 674 612
Suffolk County Safeguarding Manager -Southern Area Safeguarding Manager – Alison Hassey	01473 263111
Suffolk County Safeguarding - Western Area Safeguarding Manager – Susanna Bedford	01284 758816
Suffolk County LADO – Western Area – Rennie Everett & Dian Campbell	01473 263495
Additional Contact details	
Ofsted - Education	0300 123 4234
Ofsted - Residential	0300 123 1231
NSPCC	0808 800 5000, Ipswich Service Centre – 01473 234850
Childline	0800 1111

Remember – Safeguarding is everyone’s responsibility. If you are in any doubt, please don’t hesitate to seek advice from a senior colleague.

This policy should be read in conjunction with other Ryes policies pertaining to the protection of children such as:

Missing from Care Policy
Anti-Bullying Policy
Behaviour Support Policy
Self-Harm Policy
Preventing Extremism and Radicalisation Policy
Whistleblowing Policy

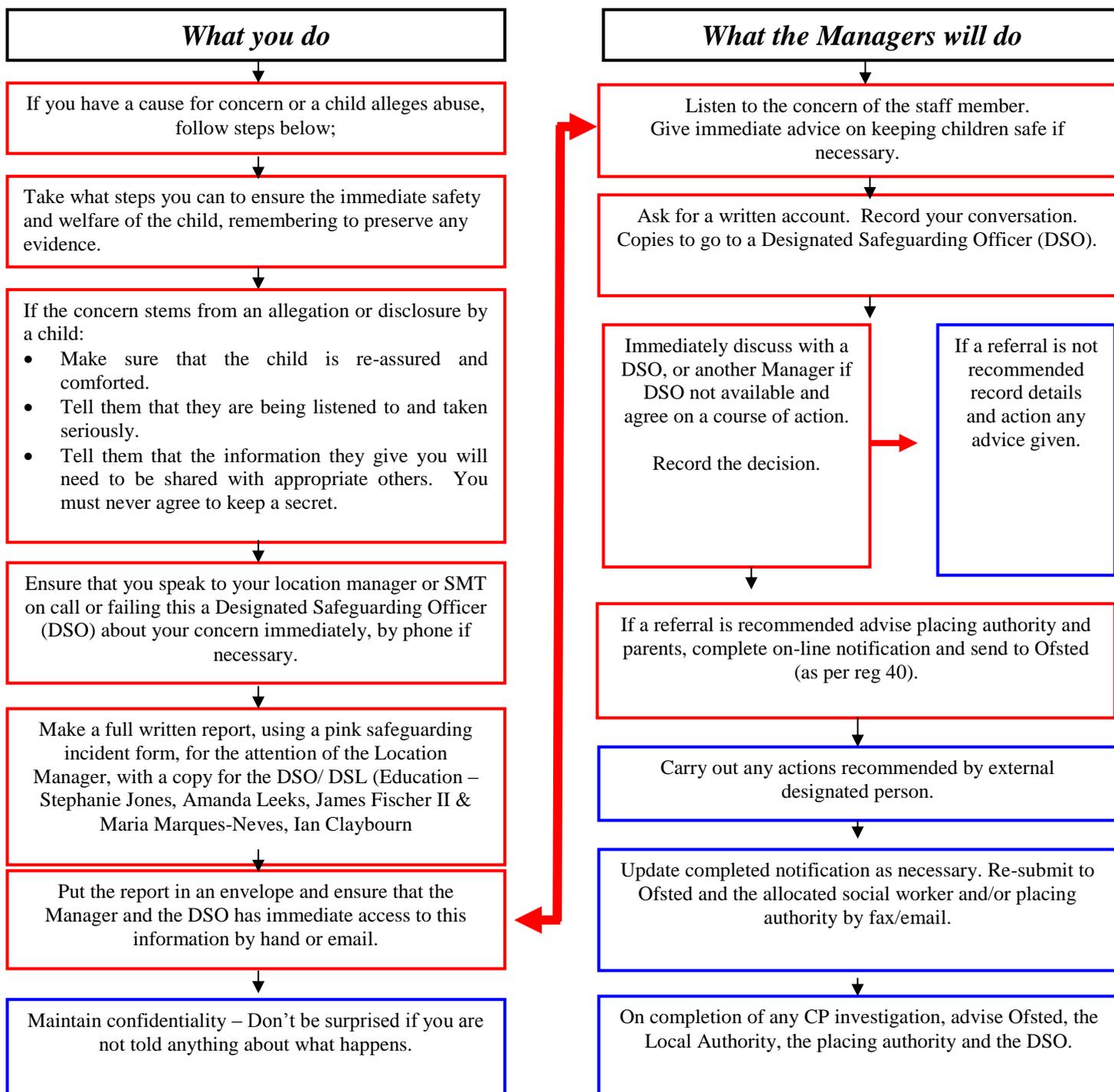
Further reading should include:
Working Together to Safeguard Children 2018
Keeping Children Safe in Education 2019

APPENDIX 1

Safeguarding Procedure at a Glance

(Should be read in conjunction with the full version of the Safeguarding Policy and Procedure)

**All items in red MUST be done within 24 hours of the initial report.
All steps must be properly recorded, signed and dated.**



I have read and understood this procedure in conjunction with the Safeguarding Policy

Name:

Signature:

Date:

APPENDIX 2

Section 11 of the Children Act 2004 – Responsibilities of organisations

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

Organisations and agencies should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior board level lead with the required knowledge, skills and expertise or sufficiently qualified and experienced to take leadership responsibility for the organisation's/agency's safeguarding arrangements
- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
- clear whistleblowing procedures, which reflect the principles in Sir Robert Francis' Freedom to Speak Up Review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed
- clear escalation policies for staff to follow when their child safeguarding concerns are not being addressed within their organisation or by other agencies
- arrangements which set out clearly the processes for sharing information, with other practitioners and with safeguarding partners
- a designated practitioner (or, for health commissioning and health provider organisations/agencies, designated and named practitioners) for child safeguarding. Their role is to support other practitioners in their organisations and agencies to recognise the needs of children, including protection from possible abuse or neglect. Designated practitioner roles should always be explicitly defined in job descriptions. Practitioners should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- safe recruitment practices and ongoing safe working practices for individuals whom the organisation or agency permit to work regularly with children, including policies on when to obtain a criminal record check
- appropriate supervision and support for staff, including undertaking safeguarding training
- creating a culture of safety, equality and protection within the services they provide

In addition:

- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
- staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and the procedures to be followed if anyone has any concerns about a child's safety or welfare
- all practitioners should have regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time

People in positions of trust

4. Organisations and agencies working with children and families should have clear policies for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who 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
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

5. County level and unitary local authorities should ensure that allegations against people who work with children are not dealt with in isolation. Any action necessary to address corresponding welfare concerns in relation to the child or children involved should be taken without delay and in a co-ordinated manner. Local authorities should, in addition, have designated a particular officer, or team of officers (either as part of local multiagency arrangements or otherwise), to be involved in the management and oversight of allegations against people who work with children. Any such officer, or team of officers, should be sufficiently qualified and experienced to be able to fulfil this role effectively, for example, qualified social workers. Any new appointments to such a role, other than current or former designated officers moving between local authorities, should be qualified social workers. Arrangements should be put in place to ensure that any allegations about those who work with children are passed to the designated officer, or team of officers, without delay.

6. Local authorities should put in place arrangements to provide advice and guidance to employers and voluntary organisations and agencies on how to deal with allegations against people who work with children. Local authorities should also ensure that there are appropriate arrangements in place to liaise effectively with the police and other organisations and agencies to monitor the progress of cases and ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

7. Employers, school governors, trustees and voluntary organisations should ensure that they have clear policies in place setting out the process, including timescales for investigation and what support and advice will be available to individuals against whom allegations have been made. Any allegation against people who work with children should be reported immediately to a senior manager within the organisation or agency. The designated officer, or team of officers, should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

8. If an organisation or agency removes an individual (paid worker or unpaid volunteer) from work in regulated activity with children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation or agency must make a referral to the Disclosure and Barring Service to consider whether to add the individual to the barred list.

9. This applies irrespective of whether a referral has been made to local authority children's social care and/or the designated officer or team of officers. It is an offence to fail to make a referral without good reason.

Individual organisational responsibilities are listed under Working Together 2018

Safeguarding - Possible Signs, Symptoms and Indicators of Abuse

These lists are not fail-safe evidence of abusive situations, but they often are helpful indicators of the likelihood or reality of abuse. They are intended to activate awareness to the possibility and to ensure that a wider and fuller understanding of the young person's situation is gained. They may suggest abuse if a young person exhibits several of them or if a pattern emerges. All abuse contains a level of emotional mistreatment and there will be overlap between the signs and symptoms of the other types of abuse.

It is important that we are aware of any change in behaviour or personality and that we share in discussion with colleagues and young people about this change.

Possible Signs of Physical Abuse

- Hand-slap marks
- Twin bruises (the young person is likely to have been grabbed in some way)
- Adult-size bite marks
- Scalds which have no splash marks, dip marks
- Repeat injuries (especially those with a pattern)
- Fingertip bruising
- Unexplained injuries or burns, especially if they are recurrent
- Improbable explanations (compared with those likely to have been inflicted in age appropriate physical play)
- Arms and legs covered in hot weather
- Bruises and abrasions in unusual sites
- Untreated injuries
- Refusal to discuss injuries
- Unprovoked aggression/bullying
- Significant changes in behaviour without explanation
- Running away
- Fear of undressing
- Over-compliant behaviour
- Watchful attitude
- Fear of parents being contacted/or of returning home
- Shrinking from physical contact
- Admission of punishment which appears excessive
- Self-destructive behaviours
- Low self esteem

Possible Signs of Emotional Abuse

<ul style="list-style-type: none"> • Physical, mental and emotional development lags • Over-reaction to mistakes • Sudden speech disorders • Self-destructive behaviours/self-harming • Extremes of passivity or aggression • Compulsive stealing • Scavenging for food or clothes • Continual self-depreciation • 'Neurotic' behaviour- obsessive rocking, thumb-sucking and so on 	<ul style="list-style-type: none"> • Social isolation- does not join in, has few friends • Desperate attention seeking behaviour • Eating disorders, including overeating and lack of appetite • Depression, withdrawal • Sleep disturbances, nightmares • Stress linked enuresis • Regression • Apathy
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Possible Signs of Neglect

<ul style="list-style-type: none"> • Constant hunger • Poor personal hygiene • Constant tiredness • Poor state of or inappropriate clothing • Emaciation • Frequent lateness or non-attendance in education • Untreated medical problems 	<ul style="list-style-type: none"> • Compulsive stealing or scrounging • Low self esteem • Poor social relationships • Destructive tendencies • Neurotic behaviour • Over compliance • Withdrawal and isolation • Weight loss, growth restriction • Apathy
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Possible Signs of Sexual Abuse

<ul style="list-style-type: none"> • Bruises, scratches, burns or bite marks on the body • Scratches, abrasions, persistent infections, bleeding or soreness in the genital, anal or throat areas • Sexual awareness inappropriate to age- shown for example in drawings, vocabulary, games and so on • Frequent public masturbation • Attempts to teach other young people about sexual activity • Become aggressive and hurtful • Precocious sexual or sexualised behaviour • Inappropriate sexual play • Stop enjoying activities with others • Become withdrawn, stop eating, have chronic nightmares • Bed-wetting 	<ul style="list-style-type: none"> • Indiscriminate affection • Stare blankly, seem unhappy, confused, sad • Anxiety, tearfulness • Hint about secrets they cannot tell • Say they have a friend who has a problem • Be reluctant to change for the gym/swimming etc. • Take over the parent role at home (assume a higher family position) • Develop eating disorders • Regression to younger behaviour • Inexplicable changes in behaviour • Poor self image • Withdrawal from friends • Depression • Mood swings • Low self esteem
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Child Abuse – Possible Effects

<ul style="list-style-type: none">• Lack of self confidence• Miss-trusting of adults• ‘Triggers’• Sense of being a victim• Desire to hurt others• Regression to babyhood• Pent-up anger• Low achiever• Sleep disturbance, unsettled, restless, nightmares• Eating disorders	<ul style="list-style-type: none">• Low self-esteem• Relationship difficulties• Fear of the dark• Anxious• Stealing• Over-active• Delinquency• Bodily disorders• Absconding• Depression/Suicidal
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Children at risk of emotional abuse or experiencing psychological difficulties appear to remain largely undetected by the Safeguarding system, in part because of the problems of definition, recognition and proof in the legal context.

Research has shown emotional abuse can have serious consequences for the psychological well-being of those affected.

Grooming

Grooming is a term used to describe behaviour which is calculated to prepare potential victims for sexual abuse, preparing or modifying the physical or social environment to enable abuse to take place, or manipulating other adults (e.g. other staff) to facilitate abuse. Although grooming encompasses many actions and activities that are not in themselves abusive, concerns over possible instances of grooming should be dealt with through the procedures below. In certain circumstances grooming is a criminal offence.

Child Abuse – Impact on Development and Behaviour

May Feel:	Behaviour:
<ul style="list-style-type: none">• Shame, feeling dirty• Anger (with perpetrator, themselves, others)• Inadequate, worthless• Failure, Stupid, Used• Out of control• Isolated• Guilt• Insecure• Responsible (for family trauma)• Confused• Conflicting emotions• Fear• Sadness, depression	<ul style="list-style-type: none">• Aggression/withdrawal• Attention seeking• Sexualised behaviour• Obsessive behaviour• Self-Harming• Destructive• Careless• Bullying• Restless/Pre-occupied• Immature

Child Sexual Exploitation – CSE

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership

- injuries from physical assault, physical restraint, sexual assault.

Female Genital Mutilation – FGM

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.

Forced Marriage

Forced Marriage – a form of Domestic Abuse

Forced Marriage should be recognised as a human rights abuse – and should always invoke child protection procedures within the school.

A forced marriage is a marriage conducted without the full consent of both parties, and one where duress is a factor. A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

Warning signs

Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the student's education.

There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

The law

Although there is no specific criminal offence of 'forcing someone to marry' within England and Wales, forced marriage may involve criminal offences. Perpetrators – usually parents or family members – could be prosecuted for offences including: threatening behaviour, assault, kidnap, abduction, imprisonment and in the worse cases murder.

Sexual intercourse without consent is rape, regardless of whether this occurs within the confines of a marriage. A girl who is forced into marriage is likely to be raped and may be raped until she becomes pregnant.

Further guidance is available from The Forced Marriage Unit:

Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday

Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500

E-mail: fm@fco.gov.uk

Website: www.fco.gov.uk/forcedmarriage

FMU publication: *'Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage'* June 09

See also: *'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage'* Government Office - November 2008.

The Prevent Duty 2015

‘What is Prevent?’

Prevent is a part of the government’s counter-terrorism strategy that **aims to stop people becoming terrorists or supporting terrorism**. It is considered to be “the only long term solution” to the threat from terrorism.

Prevent is about supporting and protecting those people that might be susceptible to radicalisation, ensuring that individuals are diverted away before any crime is committed.

What is the Prevent Duty?

The Counter Terrorism and Security Act 2015 places a duty on specified authorities including local authorities, schools, HE and FE colleges, health, probation and the police to have “due regard to the need to prevent people from being drawn into terrorism”.

Central support and monitoring will be supported by existing inspection regimes (*e.g. Ofsted, CQC*) and where necessary the Home Office will create or enhance existing regimes to monitor that we are meeting the requirements of the Prevent Duty.

What are radicalisation and extremism?

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

‘Extremism’ is the “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”.

For full guidance see:

The Ryes College Preventing Extremism and Radicalisation Policy

And The Prevent Duty, Departmental advice for schools and childcare providers, June 2016 at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Child Criminal Exploitation: County Lines**1. Identifying the Risk**

The criminal exploitation of children has caused widespread harm across the nation. Gangs connected with illegal narcotic trade have formed networks that groom young people into a criminal lifestyle that facilitates the drug trade. Young people can be used to carry drugs and money between urban and rural areas, market towns and seaside towns. A possible indicator that children are involved in this activity may be unexplained periods of time where the young person is missing from school. Whilst missing from school, the child could be involved in drug trafficking and related activities. If a young person is suspected of engaging in these activities, a referral should be considered.

Criminal Exploitation can affect any child or young person (male or female) under the age of 18 years; and

- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

2. What is a gang?

The criminal gangs will organized their effort to specifically exploit vulnerable young people. These gangs can be loosely associated with a few individuals or large organizations with roots in urban areas across the country. In the past the definition of a gang was very rigid. In 2015 the Home Office issued statutory guidance that expanded the definition of gangs. Gangs are...

- Defined as having one or more characteristics that enable its members to be identified as a group by others.
- usually considered to be a group of people who spend time in public places who:
 - See themselves (and are seen by others) as a noticeable group, and
 - Engage in a range of criminal activity and violence
- They may also have any or all of the following features:
 - Identify with or lay a claim over territory
 - Have some form of identifying structural feature and;
 - are in conflict with other, similar gangs

3. County Lines

County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

For example for Suffolk, it is likely to be a gang from London with them moving into local towns, predominantly Ipswich, Bury St Edmunds and Lowestoft to transport/sell class A drugs (specifically crack cocaine and heroin).

4. Why are we concerned and the impact

A child or young person who is affected by gang activity or youth violence can be at risk of significant harm.

- Exploitation to commit crimes such as selling drugs, stealing phones etc.
- Retaliatory violence
- Psychological harm due to the trauma gang members experience and witness
- Physical harm suffered – whilst committing a crime or due to drug debts
- Violence to assert authority in the local area
- Sexual violence and sexual exploitation

5. Risk Indicators for Exploitation

Though not an exhaustive list gangs have targeted children with the following characteristics or behaviours

- Poor self-image/self esteem
- Experimenting with drugs or alcohol
- Poor mental health
- Eating disorders
- Self-harm
- Changes in behaviour, e.g. secretiveness
- Parental domestic abuse
- History of neglect/physical/sexual abuse
- History of domestic violence
- Reduced contact with family and friends
- Unaccounted money or gifts
- Missing from home and/or education
- Being a Child in Care
- Obtaining a sexually transmitted disease

6. Spotting the signs

All parents, people that work with young children, partners and community members should know what signs to look for that their children might be involved with a gang. If a child is involved they may be:

- Truancing from school or poor results
- Going missing for long periods of time or staying out unusually late
- Suddenly have access to more money than usual – spent on items such as new trainers/mobile phone/clothes
- Showing signs of a change in behaviour/mood/absences
- Talking differently – new slang or language with an aggressive tone
- Unfamiliar names on mobile phones
- Interest in music which glorifies weapons/gang culture
- Getting involved in fights
- Substance or alcohol abuse
- Committing crimes such as shoplifting
- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

7. Suspicious signs of drug activity:

Local residents may notice more people living at an address of a vulnerable person. Drug dealers often take over the home, make them sell drugs and use the home as a place for others to take drugs. Unusual activity could include:

- Regular comings and goings from the address from lots of people not known locally in the area
- Anti social behaviour/activity from a property at night/early morning/signs of drug usage – i.e. needles discarded
- Strange smells coming from the property
- Windows covered or curtains closed all the time
- Cars pulling up to or near the property for a short period of time

8. Risks– Research findings

There are a number of factors that would be deemed strong indicators that a young person may be involved in gang related activity and could be at risk of offending:

- Presenting with physical injuries and or refusal to seek/ receive medical treatment
- Associating with peers who are involved / suspected to be involved in gang related activity
- Started adopting certain codes of group behaviour (e.g.hand signs, wearing specific colours)
- Refuses / scared to enter certain areas
- Expressing aggressive or intimidating views towards other groups of young people (some of whom may have been friends in the past)
- Multiple mobile phones / frequent change of phone number

9. Girls & Gangs

Increasingly girls are being targeted for exploitation. Gangs use sexual exploitation as a way to tie girls to the gang.

- Used to hold or transport drugs or weapons
- More likely to be asked to move drugs as thought to be less likely to be stopped
- Usually in a relationship with or linked via family to a male associated with gangs / organised crime networks
- Risk of CSE is increased
- In some areas there is evidence that sex is exchanged for status within a gang
- Sex has been used by some gangs (no evidence in Suffolk) as part of the initiation process as a way to control, humiliate and demonstrate group loyalty
- May be used to actively recruit new members locally

10. Useful contacts

<http://www.suffolkscb.org.uk/safeguarding-topics/gangs/>

- **Make A Change**

MAC@Suffolk.gcsx.gov.uk

<http://www.suffolkscb.org.uk>

01473 263 507

- **Suffolk YOS**

<http://www.suffolkyos.co.uk>

Diversion referral information:

<http://www.suffolkyos.co.uk/diversion/>

Ipswich - 01473 260 110 Bury - 01284 758230 Lowestoft - 01502 674880

If someone is in immediate danger or a crime is taking place the public should always call 999.

Anyone with information should contact Suffolk Police on 101 or call if they would prefer to stay anonymous they should call Crimestoppers anonymously on 0800 555111. Any information which does not need immediate action please visit our website: www.suffolk.police.uk Professionals and paid carers working with children can contact the MASH (MultiAgency Safeguarding Hub) consultation line on 0345 606 1499 Mon to Thurs 9am to 5pm and on Fridays from 9am to 4.25pm. For more information visit: www.suffolk.gov.uk and search for 'Reporting a child at risk of harm'

Useful Documents:

- The National Crime Agency (NCA) published a report in 2016 on 'county lines' - [County Lines Gange Violence, Exploitation and Drug Supply \(NCA, 2016\)](#)
- The Home Office has produced guidance to enable practitioners to recognise the signs of and response appropriately to the issue of County Lines, so that potential victims get the support and help they need - [Criminal Exploitation of children and vulnerable adults: County Lines Guidance \(Home Office, 2017\)](#)
- This [Children and Young People Trafficked for the Purpose of Criminal Exploitation in Relation to County Lines \(The Children's Society, 2018\)](#) guidance has been produced, by The Children's Society as part of the National CSAE Prevention Programme for England and Wales, in partnership with Victim Support and the National Police Chief's Council (NPCC)

Upskirting

Upskirting is a form of sexual harassment and can also be peer on peer abuse

What is upskirting?

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).

It can take place in a range of places, eg British Transport Police have seen a rise of reports on public transport.

The new law will capture instances where the purpose of the behaviour is to obtain sexual gratification, or to cause humiliation, distress or alarm. **This includes instances where culprits say images were just taken 'for a laugh'** or when paparazzi are caught taking intrusive images.

Anyone, and any gender, can be a victim and this behaviour is completely unacceptable.

The Law

As of April 2019 the criminal offence of upskirting was created under the Voyeurism Act and as such, there is now a new law banning this invasive practice across England and Wales to ensure it is properly enforced. It has created two new offences under the Sexual Offences Act 2003. Upskirting is already a separate offence in Scotland. A summary conviction will carry a sentence of up to 1 year in prison and/or a fine. And a more serious offence, tried in the Crown Court, would carry a sentence of up to 2 years in prison.

Any incidents of upskirting should be reported through the Ryes Safeguarding channels to ensure there is an appropriate response to this unacceptable behaviour.

More information on this offence is detailed in Keeping Children Safe in Education 2019

The following links correspond to these changes:

Keeping Children Safe In Education 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf

Gov.UK Publication – 'Upskirting – Know your rights'

<https://www.gov.uk/government/news/upskirting-know-your-rights>

Sexual Violence and Sexual Harassment between children in schools and colleges –
May 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf