

Whitecross Hereford: High School & Specialist Sports College

Policy: Safeguarding and Child Protection (*Ref: PDBW/009*)

Reviewed by: Personal Development, Behaviour and Welfare Committee

Reviewed on: 29 February 2016

Approved by Full Board:

Whitecross Hereford fully recognises its responsibilities for Safeguarding children, Safer Recruitment and Child Protection.

This policy is informed by the following documents:

- Keeping children safe in education. Statutory guidance for schools and colleges DFE July 2015;
- Keeping children safe in education. Information for all school and college staff;
- Inspecting safeguarding in early years, education and skills from September 2015, Ofsted August 2015;
- Working together to Safeguard Children DFE March 2015;
- Herefordshire Safeguarding Children's Board policies and procedures.

And should be read in conjunction with:

- The Behaviour for Learning Policy
- The Anti-Bullying Policy
- E-safety policy
- Equality Policy

Definition

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of the wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced

Our policy applies to all staff, governors, volunteers and visitors working in the school. There are six main elements to our policy:

- Establishing a safe environment in which children can learn and develop;
- Raising awareness of Child Protection issues and equipping children with the skills needed to keep them safe. This includes keeping them safe from extremism by following the PREVENT strategy;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;

- Supporting students who have been abused in accordance with his/her agreed Child Protection plan;
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our children, and are rigorous in our procedures to ensure visitors to the school have undergone the necessary checks;
- Developing safe systems and procedures for events involving our students.

Safe Environment

We are committed to the care and welfare of our students. Safeguarding them is always our first priority. In practice, this means that we must be vigilant in monitoring the behaviour of students in and around school, and in taking all reasonable attempts to protect our students from external harm, including dealing with situations that are potentially harmful to their well-being.

We need to create a safe environment in our classrooms, corridors and around the school. As adults we are responsible for protecting our students from themselves and other students. We are also responsible for the behaviour of any adults who we allow into the school environment or who are involved in external visits.

Prevention

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the PSHE curriculum for children to develop the skills that they need to recognise and stay safe from abuse.

Procedures and Practice

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- Ensure we have a designated person for Child Protection who has received appropriate training and support for this role, and that this person has a deputy; (Lorraine Lewis and Andy Leeming. All members of SLT have also been trained)
- Ensure we have a nominated governor responsible for Child Protection; (Jo Lane)
- All governors have attended appropriate training and there is an induction process in place for them;
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated person responsible for Child Protection and their role;
- Induction process for all new and temporary staff includes training on Safeguarding to include: appropriate behaviour for restraint, abuse of trust, boundaries of behaviour, information sharing and record keeping;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated [*senior*] person responsible for Child Protection. All staff have regularly refreshed relevant training, which is recorded centrally. Appraisal includes a discussion about confidence in safeguarding procedures;
- Provide a clear, single and accessible way for staff to communicate concerns: The Child at Risk (CAR) email group. The CAR group meets fortnightly to update records. Displays remind staff how to report concerns;
- Have a named information-sharing Champion (Andy Leeming);
- Ensure all staff are kept up to date regarding care needs of individual students;
- Have senior staff visible around school;

- Seek students' views on how safe they feel and encourage them to report unsafe or abusive practices as well as communicate back to students when practice changes as a result of their feedback;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus;
- Notify Social Services if there is an unexplained absence of more than two days of a student who is on the Child Protection register, unless there is no satisfactory response from parents, in which case this is to be done on the first day of absence;
- Maintain effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters including attendance at case conferences;
- Be proactive in sharing information;
- Follow escalation procedures if we have concerns about the effectiveness of agencies involved with our students;
- Keep written records of concerns about children, even where there is no need to refer the matter immediately;
- Ensure relevant staff know how to make a referral to multi-agency groups or Social Services;
- Ensure all records are kept securely, separate from the main student file, and in locked locations;
- Follow appropriate procedures where an allegation is made against a member of staff or volunteer;
- Ensure safe recruitment practices are always followed;
- Ensure all staff and governors are aware of procedures for managing allegations against staff and volunteers, including whistleblowing policy.

Supporting the Student at Risk

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum;
- The school ethos; which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- The school behaviour for learning policy; which, among other things, aims to support vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the student such as Social Services, Child and Adult Mental Health Service, (CAMHS) and Educational Psychology Service;
- Ensuring that, when a student on the Child Protection register leaves, their information is transferred to the new school immediately and that the child's Social Worker is informed.

There are many areas relating to child protection concerns that staff should be aware of. They are given in some detail in appendix A.

Managing Visitors

The following guidelines should ensure that we also safeguard our students from other adults and in situations that expose them to risks that are beyond the close control of our own staff.

- All staff on site must have an enhanced DBS clearance, which must be renewed every three years. A log of this is held centrally by the Bursar;
- All visitors must sign in at reception, wear a badge and (with the exception of governors) be supervised by one of our staff whilst on site;

- Local Authority Personnel should be wearing photographic ID with the council logo;
- When staff have invited a visitor onsite, they must let reception know that they are expected and arrange to have them collected;
- If a visitor is to work with students, it is the responsibility of the organising member of staff to discuss safeguarding with them and to complete a risk assessment. (forms available on StaffShare)The risk assessment must be completed and returned to the Bursar;
- If someone is coming regularly to site and will be working with students without staff supervision, they must have an enhanced DBS. They will fall into one of the following three categories:
 1. They are employed to undertake similar work in a Herefordshire Council institution and already have an enhanced DBS, which is dated within the last three years. In this case staff need to complete the risk assessment form designed for this purpose, and include the number of the DBS. Staff must have seen the original disclosure and not a copy.
 2. They undertake similar work in another organisation (eg- rugby coach) and have an enhanced DBS which is less than 6 months old. In this case, staff need to complete the risk assessment form designed for this purpose and include the number of the DBS. Staff must have seen the original disclosure and not a copy.
 3. They are neither of the above and we will need to complete a new enhanced DBS even if they have one already from their current position.

Under all the above circumstances, staff must also see some photo ID so that the identity of the visitor has been confirmed. This information must also be logged in the central record with the Bursar. If any staff see someone on site who is not known to them and who is not wearing an ID badge, it is reasonable for the member of staff to challenge the stranger.

Managing inoculations/photographs/large group events

The principles outlined for events such as inoculations or school photographs also apply to Careers events, large scale transition or revision days/multi-agency or multi-faith days/community events involving outside providers. Other members of staff may therefore be taking the lead on certain events, and will need to follow the procedures as outlined below:

1. Event scheduling

- Regular events: The event must be put on the calendar in the Summer Term prior to the event to provide ample time for organisation. It must avoid conflict with other events, times of high-pressure, No-go areas for particular Year Groups;
- Short notice - a calendar amendment form must be completed by organising staff and submitted to the Headteacher, with conflicts as outlined above identified.

2. Event organising

Once the date and time for an event has been confirmed:

- Organiser to book venue with Integral;
- Organisation/Provider to give details in advance of all individuals who will be coming onsite to administer event. List made available to office, copy with organiser/Leadership;
- Organiser to produce letter to parents for Headteacher to proof/amend as necessary;
- Organiser to consider need for risk assessment and complete as required;
- Letters to be copied and sent home with relevant details, including contact name and number of member of staff responsible for event and/or outside agency contacts as appropriate should queries/issues arise from home;
- Details of student organisation to be published to staff.

3. On the day

- Reception staff to confirm identities and check off individuals against provided list;

- Where alternate individuals have been supplied by the company, the substitutions should be logged. All other procedures for admitting visitors on site should be followed in accordance with published protocols;
- The organiser is to collect guests from Reception and take them to the agreed venue;
- A member of Whitecross staff should be present with the guests at all times when they are with students. Guests should not roam the school site unaccompanied;
- At the end of the event, the organiser is responsible for ensuring that the guests have removed all their equipment and materials from the school site, and that they have left the building. In the event that the organiser cannot do so, s/he should arrange for another member of staff to complete the final check of the venue and walk the guests back to Main Reception to be signed out.

Managing long-term work placements and exclusions over 6 days

Procedures are in place for inspecting arrangements and ensuring that students are safe. A member of staff is responsible for visiting work placement venues to carry out checks. Attendance at long-term work placements is checked daily by the Careers Administrator. In the case of exclusions over 6 days, alternative provision in another high school provided, with whom Whitecross has a partnership agreement.

Managing trips off-site with students

Procedures are in place for ensuring the safety of students on trips off-site. The Evolve online system of administrating and fully risk-assessing such trips is managed by the Educational Visits Coordinator. Full safeguarding assessment is included.

If students are going off-site, it is the responsibility of staff to ensure that any other adults at the venue are aware of our requirements for safeguarding. Staff must ensure that guidelines for organising school visits are adhered to. A separate guidance document for Base Contacts is also in place.

Staff leading trips and excursions should discuss plans and supervisory arrangements with Leadership Group, or at the very least, the Base Contact for trips.

Managing Health and Safety

- The Health and Safety policy is reviewed annually;
- SLA with Fire and Risk Management carries out annual inspection and audit of health and safety, including fire risk assessment;
- There is an up to date accident book and first aid arrangements, including medicines, are reviewed regularly by leading first-aiders;
- There is an Access Plan for students and visitors with disabilities included in the Equalities Policy.

Recruitment Policy

Advertisements will include reference to the need for the successful applicant to undertake an enhanced disclosure via the DBS, where appropriate.

The school is committed to the fair treatment of all staff and applicants regardless of race, gender, religion, sexual orientation, age, disability or responsibility for dependents. The school undertakes not to discriminate unfairly against any who are the subject of a Disclosure on the basis of conviction or other information revealed.

Having a criminal record will not necessarily bar an applicant from working at Whitecross. This will depend on the nature of the position and the circumstances and background of the offences. The school will discuss any matter revealed in a Disclosure with the applicant before withdrawing a conditional offer of employment.

Application Process

All applicants will be required to complete an application form and in addition may include a full CV. Applicants are, in addition, sent a job description that includes a reference to the individual's responsibility for promoting and safeguarding the welfare of children.

For non-teaching posts, the extent to which staff will have contact with children, and the degree of responsibility for children that person will have will be clearly detailed in the job description.

References

Prior to interview, references will be sought and referees asked to complete a questionnaire that checks the suitability of the candidate to work with children. All applications are carefully scrutinised for inconsistencies and discrepancies and assessed against the job description and person specification if one is used.

Interviews

- The interview process for all applicants required to work with children will involve students. In the case of teaching staff this will involve teaching a lesson that will be observed.
- Candidates called for interview will be asked to bring documentary evidence of their identity that will satisfy DBS requirements. Three documents are required:
 - 1) Passport, Birth Certificate or Driving Licence (photo identification will be required)
 - 2) Proof of address (eg. utility bill)
 - 3) Evidence of educational and professional qualifications (original/certified copies, or a letter of confirmation from the awarding body will be accepted)
- Copies of the documentation of the successful candidate will be kept on their personnel file.
- Formal interview panels will always include at least one member who has undertaken appropriate 'safer recruitment' training. Interviews for teachers will, wherever possible, include at least one Governor.
- Candidates will be asked the same questions and their answers will be scored so that accurate comparisons can be made. Follow up questions and additional questions related to the application may also be asked. Careful notes will be taken and these will be kept on file.
- After the interview(s), interviewers will meet and discuss the applicant's interview and take feedback from any other activities that have taken place.

Offers of Appointment

Offers of appointment are made subject to satisfactory reference and verification of:

- Identity
- Qualifications
- QTS status if for a teaching post
- Medical fitness
- The barred list
- The prohibition from teaching list
- DBS clearance
- Right to work in the UK
- A probationary period (where appropriate)

Appendix A

Risks and Vulnerable Groups

Female Genital Mutilation

This form of abuse is illegal in the UK and we would, if made aware of any potential threat, act accordingly.

Faith Abuse

Abuse linked to belief, including belief in witchcraft or possession, is a horrific crime which is condemned by people of all cultures, communities and faiths.

Gangs and Youth Violence

Gangs and serious youth violence are the product of the high levels of social breakdown and disadvantage found in the communities in which they thrive, but they are also a key driver of that breakdown. Gangs create a culture of violence and criminality that prevents the very things that can help transform those communities; community mobilisation and economic enterprise

Gender based violence (against woman and girls)

Gender-based violence (GBV/VAWG) is violence that is directed against a person on the basis of gender. It constitutes a breach of the fundamental right to life, liberty, security, dignity, equality between women and men, non-discrimination and physical and mental integrity.

Gender-based violence reflects and reinforces inequalities between men and women.

Mental Health

Mental health problems range from the worries we all experience as part of everyday life to serious long-term conditions. The majority of people who experience mental health problems can get over them or learn to live with them, especially if they get help early on.

Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Radicalisation

Radicalization (or **radicalisation**) is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice.

Sexting

Sexting generally refers to the sending of sexually explicit images via text, email, MSN or through social networking sites. For example, this could be a picture of a boy or young man exposing himself or a young woman in a state of undress.

Teenage relationship abuse

Relationship abuse is when someone hurts or upsets someone else that they are in a relationship with. Some people think it only happens in adult relationships, but it can happen at any age. Usually, women and girls are the victims and men and boys are the abusers but it can happen to boys as well. It can also happen in same sex relationships.

Trafficking

Human trafficking is the trade in humans, most commonly for the purpose of sexual slavery, forced labour or commercial sexual exploitation for the trafficker or others or for the extraction of organs or tissues, including surrogacy and ova removal; or for providing a spouse in the context of forced marriage. Human trafficking can occur within a country or trans-nationally. Human trafficking is a crime against the person because of the violation of the victim's rights of movement through coercion and because of their commercial exploitation. Human trafficking is the trade in people, and does not necessarily involve the movement of the person from one place to another.

Child Sexual Exploitation

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

There are three broad types of exploitation:

- Inappropriate relationships
- 'Boyfriend' model of exploitation and peer exploitation
- Organised/networked sexual exploitation or trafficking

The two former are more likely in Herefordshire. Signs of CSE are as follows:

- disengagement with school, not in school, truancy, exclusion
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- hanging out with groups of older people, anti-social groups, other vulnerable peers
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- involved in abusive relationships, intimidated and fearful of certain people or situations
- self-harming, suicide attempts, overdosing, eating disorders
- injuries from physical assault, physical restraint, sexual assault
- moving around the country, appearing in new towns or cities, not knowing where they are
- sexting (sending and receiving explicit photos of themselves on mobile phones)
- unexplained gifts, unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- engagement in offending, criminal activity
- going missing, running away, homelessness
- drug use, alcohol abuse
- sexually risky behaviour, 'swapping' sex
- gang fights, gang membership
- getting into/out of different cars
- accessing hardcore pornography on the internet
- contact with known perpetrators
- association with older men
- inappropriate sexual behaviour
- seen at known places of concern
- police involvement, police records

Appendix B

Definitions of child abuse and signs to be alert for.

Definitions

There are four defined types of child abuse. They are defined in the UK Government guidance 'Keeping children safe in education April 14' as follows:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect.

Bullying is not defined as a form of abuse in but there is clear evidence that it is abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. For this reason it has been included in this factsheet.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

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

Sexual Abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

Signs of Abuse

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

The following information should help you to be more alert to the signs of possible abuse.

Physical Abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over boney parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation. The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.
- Female Genital Mutilation

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is also important to remember that it is not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level

- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

Bullying

Bullying is not always easy to recognise as it can take a number of forms. A child may encounter bullying attacks that are:

- physical: pushing, kicking, hitting, pinching and other forms of violence or threats
- verbal: name-calling, sarcasm, spreading rumours, persistent teasing
- emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating

Persistent bullying can result in:

- depression
- low self-esteem
- shyness
- poor academic achievement
- isolation
- threatened or attempted suicide

Signs that a child may be being bullied can be:

- coming home with cuts and bruises
- torn clothes
- asking for stolen possessions to be replaced
- losing dinner money
- falling out with previously good friends
- being moody and bad tempered
- wanting to avoid leaving their home
- aggression with younger brothers and sisters
- doing less well at school
- sleep problems
- anxiety
- becoming quiet and withdrawn.

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

Appendix C

Radicalisation and Extremism

Young people in the UK are potentially vulnerable to engagement with extremist ideologies or to targeting by extremist organisations. It is important that the staff and students should be aware of these risks and be familiar with the support networks and processes in place to protect vulnerable individuals from becoming radicalised or drawn into terrorism.

All staff will be WRAP trained by Andy Leeming or Lorraine Lewis.

Definition of Radicalisation

The Institute of Strategic Dialogue defines radicalisation as “the process through which an individual changes from passiveness or activism to become more revolutionary, militant or extremist, especially where there is intent towards, or support for, violence”. Driving factors behind radicalisation can include:

- Lack of integration and/or polarisation
- Identity crisis and/or isolation
- Political and/or democratic disenfranchisement
- Discrimination
- Foreign policy and/or international crises or disputes
- Political movements
- Ideologies and/or faiths

There is no stereotype for people who hold extremist views. Vulnerability, isolation and personal grievances added to strong political, religious or social views, can result in a person searching for a cause. People can become vulnerable for many reasons including:

- Low self-esteem
- Guilt
- Loss
- Isolation
- Family breakdown
- Fear
- Lack of purpose
- Anger
- Peer pressure

It is not intended to suggest that one or all of these characteristics or circumstances will drive someone to terrorism. But they often lead to a sense of injustice- be that on a personal or more far-reaching scale. Their vulnerabilities or susceptibilities are then exploited towards crime or terrorism by people who have their own agenda.

There is no typical gender, age, religion or background that extremists will target, but they use a sense of “Duty”, (belonging to a specific group), “status” (need for reputation) and “Spiritual Rewards” (test of faith) as a way of drawing them in.

This raises the question of what will those signs of radicalisation look like. They will look a lot like troubling behaviour:

Emotional - angry, mood swings, new found arrogance

Verbal - expressing opinions that are at odds with generally shared values.

Physical - appearance (tattoos), change in routine.

What to do if you believe someone to be at risk of radicalisation

We will adopt the ethos of Notice, Check, Share, where there are concerns that an individual may be vulnerable.

Notice - recognition of any changes in behaviour or appearance similar to those outlined above.

Check - Speak with one of the schools safeguarding leads, and see what they recommend but trust your instinct if you are still concerned.

Share - The safeguarding leads will share their concerns with relevant outside agencies.

- If a student is concerned about another student they should “check” with their form tutor in the first instance and “share” with one of the safeguarding leads
- If a student is concerned about a member of staff or visiting adult, e.g. guest speakers, they should “check” with their form tutor and “share” with one of the Designated Safeguarding Leads. If a member of staff is concerned about a student, they should “check” and “share” with one of the Designated Safeguarding Leads.
- If you are a member of staff and concerned about another member of staff you should “check” with your line manager and “share” with one of the Designated Safeguarding Leads.
- If you are a member of staff and concerned about a person who is not a member of the school e.g. a guest speaker, please “check” and “share” with one of the Designated Safeguarding Leads.

Responsibility for contacting PREVENT

What to do if you believe someone to be at risk of radicalisation.

Any of the following people are responsible for making the decision to contact the Counter Terrorism Team at West Mercia Police if serious concerns are raised about a student, member of staff or a person who is not a member of the school:

- Designated Safeguarding Lead
- Senior Leadership Team

N.B. As outlined in ‘Keeping Children Safe in Education (2015), anyone has the right to refer to social care regarding any concerns for an individual. The school gives this right with regards to extremism and anyone can report a concern to West Mercia Police via 101. Where this does occur, please inform the Designated Safeguarding Lead with regards to students or members of the public who visit the Academy and the Head teacher with regards to a member of staff.

For further details refer to PREVENT Procedure: Detecting and Preventing Radicalisation & Extremism. PREVENT is part of the Home Office and Police counter-terrorism strategy and aims to stop people from becoming terrorists or supporting terrorism by working with individuals and communities to address issues before they become a criminal matter to stop people moving from extremism into terror- related activity.

At Whitecross Hereford, the Safeguarding and Child Protection Policy should be an effective vehicle for clear communication within the school, between the school and outside agencies. Parents, governors and other supporting agencies need to be confident that the school has taken positive and proactive steps to implement a Child Protection Safeguarding Programme.