



BRIGANTIA
LEARNING TRUST
Creating excellence together

CHILD PROTECTION POLICY

September 2018

'Because of their day to day contact with individual children/young people during the academy terms, teachers and other staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop and thrive'.

Child protection is the responsibility of all Trust staff. Every academy will therefore:

- establish and maintain an environment where children/young people feel secure, are encouraged to talk and are actively listened to.
- ensure children/young people know that there are adults in each academy whom they can approach if they are worried.
- include opportunities in the PSE/tutorial curriculum for children/young people to develop the skills they need to recognise and stay safe from abuse.

The Trust fully recognises its responsibilities for child protection. This policy applies to all staff, whether teaching or non-teaching, full or part-time, volunteer helpers and students on placement, and to Directors.

There are five main elements to our policy:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children/young people.
- raising awareness of child protection issues and equipping children/young people with skills needed to keep them safe, physically and emotionally.
- developing and then implementing procedures for identifying and reporting cases or suspected cases of abuse.
- supporting children/young people who have been abused in accordance with his/her agreed child protection plan.
- establishing a safe environment in which children/young people can learn and develop.

The abuse or neglect of children/young adults, physically, emotionally or sexually, can have major long-term effects on all aspects of a child/young person's health, development and well-being. Sustained abuse is likely to have a deep impact on their self-image and self-esteem, and on his or her future life. Difficulties may extend into adulthood: experience of long-term abuse may lead to difficulties in forming or sustaining close relationships, establishing oneself in the workforce and to extra difficulties in developing the attitudes and skills to be an effective parent/carer.

There are three main elements to the Child Protection Policy:

- **Prevention** through the promotion of a positive Trust ethos, teaching programmes and pastoral support for children/young people. We recognise that, for children/young people, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help prevention.
- **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- **Support** to children/young people and staff, and to those who may have been abused.

Expectations:

- Children/young adults feel safe and secure in school.
- Staff are adequately trained, supported and are aware of the Trust's Child Protection procedures.
- Children/young people know how to access support within the Trust.
- The safety of children/ young people is a priority for all staff.

Objectives:

- We will continue to develop effective policies and procedures for managing situations where there is suspected or disclosed abuse.
- We will ensure that children/young people know there are adults in each Academy who they can approach if they are worried or are in difficulty.
- We will continue to build opportunities for increasing self-awareness, self-esteem, assertiveness and decision-making into every child/young person`s learning experiences. Every Academy works towards all its children/young people being responsible, caring and confident.
- We will encourage children/young people to develop strategies for making reasoned judgments about people, recognising and expressing their own feelings and dealing with threatening situations.
- We will follow the procedures agreed by the Local Authority which, in turn, fulfil the requirements of national policy.
- We will ensure that every effort will be made to establish positive working relationships with parents/carers and colleagues from other agencies.
- A Designated Safeguarding Lead (DSL) and Deputies is appointed in every academy.
- A Trust Safeguarding Lead supports and advises the DSLs and Deputies when needed. S/he leads the Team in producing an effective cross-Trust approach to safeguarding.
- The DSL and Deputies have responsibility for liaising with families and other agencies with regard to child protection issues.

Child Sexual Exploitation and peer on peer harassment:

“The sexual exploitation of children and young people under 18 involves 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 performing, and/or others performing on them, sexual activities.

Child sexual exploitation can occur through use of technology without the child/young person`s immediate recognition. For example, the persuasion to post sexual images on the internet/mobile phones with no 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.”

Both boys and girls can be exploited.

The Directors of the Brigantia Trust, Trust Leadership Team, Senior Management of each Academy are committed to deal effectively with child sexual exploitation.

Each Academy will ensure that:

- There is a designated lead for CSE who is the Designated Safeguarding Lead in each Academy.
- All staff are made aware of and understand CSE indicators, and referral pathways.
- Children/young people are taught about CSE and how to protect themselves and each other.
- Children/young people are taught about healthy (including sexual) relationships, peer pressure, bullying, online safety, gang activity and how these topics relate to CSE.
- All children/young people know who to go to for help and support, and to report CSE concerns to, both within and outside Academy.
- Relevant staff – DSL and Deputies – work in partnership with other agencies.
- Procedures are in place to continually gather, record and share information with the Sheffield Sexual Exploitation Service as soon as practicable including on-going data on children/young people running away or going missing episodes.
- They will consider effective ways of raising awareness of CSE with parents/carers.

On-line Sexual Exploitation includes:

- Befriending through online chat rooms/messaging services.
- On-line grooming techniques, e.g. stalking, identity pre-tense, false promises, meeting celebrities, tickets, gifts.
- Asking children/young people to take and share indecent images of themselves.
- Leverage for further demands, e.g. threat to show other people recorded sexual acts by child/young person.
- Arranging offline meeting for purpose of sexually abusing child/young person.
- Contact from perpetrators in other countries and abused on-line.

NB - Speed of grooming can be very quick – leaving little `thinking time`.

The restrained influencing of a child/young person over several months has been largely replaced by rapid escalation to threats, intimidation and coercion.

Vulnerabilities:

All children and young people, including those from supportive families, can be vulnerable to sexual exploitation. However, some children and young people are known to be at greater risk. For example, those that:

- Have a chaotic home/family life (this may include domestic abuse).
- Have a history of abuse (including familial child sexual abuse, risk of forced marriage, risk of `honour`-based violence, physical and emotional abuse and neglect).
- Have experienced loss/bereavement.
- Are associated with gangs through relatives/peers or are living in a gang neighbourhood.
- Have friendships with children/young people who are being sexually exploited.
- Have learning difficulties.
- Live in residential care or hostel/bed and breakfast accommodation.
- Have low self-esteem/confidence.
- Are young carers (i.e. have caring responsibilities for parents/family members with mental or physical health problems or who are mis-using substances).
- There are concerns about involvement in drugs, may cross county lines.
- Have been involved in concerns about extremism.

Warning signs:

Children and young people who are being sexually exploited may be:

- Going missing from home or care.
- Absent from education.
- Increasing their use of social media, dating sites, image sharing apps, etc.
- Involved in risky online relationships including new contacts with people out of city.
- Sharing inappropriate/indecent online images with peers, or with people only met online.
- Becoming isolated/estranged from family and friends.
- Meeting people befriended online.
- Involved in offending behaviour.
- Misusing drugs/alcohol.
- Experiencing sexual cyber-bullying.
- Changing their physical appearance.
- Experiencing repeated sexually transmitted infections, pregnancy and terminations.
- In poor mental health and/or self-harming, having thoughts of, or attempting, suicide.
- Receiving money and gifts from unknown sources.

Risk assessment and consent:

In cases of sexual violence, a risk assessment will be needed. In cases of sexual harassment, consideration of a risk assessment needs to be made.

In assessing whether a child or young person is a victim of sexual exploitation or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

- A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching.
- Sexual activity with a child under 16 is also an offence.
- It is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them.
- Where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm or the likelihood of harm being suffered.
- Non-consensual sex is rape whatever the age of the victim, and
- If the victim is incapacitated through drink or drugs or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Child sexual exploitation is, therefore, potentially a child protection issue for all children/young people under the age of 18 years and not just those in a specific age group.

What to do next:

- Any member of staff who suspects or receives information that a child or young person may be involved in sexual exploitation (including suspicion that they are being groomed online) should refer their concerns to the Designated Safeguarding Lead or Deputies, who will refer the matter to Children's Social Care.
- Children's Social Care will initiate a child protection enquiry and contact the Sheffield Sexual Exploitation Service to consider convening a Sexual Exploitation Meeting based on the indicators of risks.
- If there are concerns about the involvement of a person who works with children/young people and/or is in a Position of Trust, the Local Authority Designated Officer (LADO) will be informed.
- Where appropriate, the child or young person's wishes and feelings, as well as those of their parents/carers, will be sought and taken into consideration when deciding how to proceed. However, this may not always be in the child or young person's best interests and may put them at further risk of harm.
- Some children or young people may have been trafficked and need support to access services. Academies should refer to the Designated Competent Authorities based within the United Kingdom Human Trafficking Centre (UKHTC) and the United Kingdom Border Agency (UKBA).

Roles and Responsibilities:

All adults working with or on behalf of children/young people have a responsibility to protect them. There are, however, key people within each Academy and the Local Authority who have specific responsibilities under Child Protection procedures. The Designated Safeguarding Lead in each Academy has the lead responsibility for child protection. They ensure that cases are referred to the appropriate agencies – both involving children/young people and staff, liaise with the Chief Executive Officer, Headteacher or Trust Safeguarding Lead, liaise with staff and parents/carers and provide advice, support and expertise for staff. The Deputy DSLs are trained to provide a high standard of support and advice to children/young people, staff and parents/carers. The Trust Lead

for Safeguarding brings the DSLs together to continue to develop a Trust approach to Child Protection and Safeguarding. S/he is also available to give support and advice to the DSLs and Deputy DSLs.

Duties of the Designated Safeguarding Lead (DSL) and Deputies include:

- In case of disclosure, refer the case to Social Services immediately and then liaise with external agencies as needed.
- Attend case conferences, Child in Need meetings, Core Group meetings, or ensure that an appropriate person attends case conferences whenever possible.
- Deputies to keep the DSL fully informed about each incident as soon as possible after the event.
- The DSL reports to the Trust Lead for Safeguarding, Chief Executive Officer/Headteachers who have the responsibility for the academy approach to the protection and support of its children/young people and staff.
- Ensure that notes are kept by staff involved and lodged securely.
- Attend appropriate Inset provided by the Local Authority.
- Read and keep the Academy updated on any new legislation, ensuring the dissemination of any information.
- Ensure that 'Child Protection' is placed on the agenda for each group of newly appointed staff.
- Ensure that an annual report is made to the Directors.
- Ensure that Directors are aware and agree with the school approach to dealing with new legislation/procedures and child protection is monitored half termly.
- Ensure that the 'Child Protection Procedures' are available for all staff.
- Communicate any concerns in writing, when any case conference recommendations are not being carried out, to the key worker and designated people responsible in Education and Social Care.
- Pass on relevant information to the DSL of a receiving school, in the event of a child/young adult moving school, where concerns have been discussed. Records should be signed for on receipt and a copy kept on file.

Duties of Directors:

- The Directors are responsible for overseeing the policy for Child Protection and its procedures which is updated annually. They will discuss an annual report on cases, but do not receive details which enable children/young people or their families to be identified.
- The designated Director visits each Academy regularly, discussing procedures with staff and monitoring the approach to child protection. Information is made available for parents/carers in folders at all Reception points and on the Trust's website.

Training and Support:

- The Trust will ensure that the Chief Executive Officer, DSL team and the nominated Directors for Child Protection attend training relevant to their role.
- An on-line training programme is also used with staff, particularly around on-line safety.
- As previously stated, there is a Code of Practice held by all staff and there are sessions on Child Protection for all staff new to the academies. In addition, the policy is circulated to all staff and there are updates to the whole staff as needed.
- All staff attend 3-year training with Local Authority safeguarding staff and updates are provided throughout the year. The DSLs/Deputy DSLs have one year updates at least.
- Temporary staff are provided with information on child protection procedures including photos of the DSLs/Deputy DSLs on site.

Professional Confidentiality:

- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children/young people, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child/young people. The important statutory duties in relation to vulnerable children/young people and children in need cannot be met without

effective and appropriate sharing of relevant information. However, that disclosure of information must take place according to principles of good practice and on a need to know basis.

- A member of staff must never guarantee confidentiality to a pupil/young person. They must make clear to the child/young person that information may have to be passed on. The exception to this is where to do so would put that child/young person or others at increased risk of serious harm or it would undermine the prevention, detection of prosecution of a serious crime including where seeking consent might lead to interfering with any potential investigation.

Records and Monitoring:

- Child Protection records must be stored as many children/young people do not feel safe enough to disclose until they are independent adults. Records may be needed in the future.
- All records must include the child/young person's full name, address, date of birth and names and addresses of anyone with parental responsibility. The record should also contain the names and contact details of any involved professionals.
- All records must be accurately dated/timed. Where possible, we should include the date/time of the alleged incident and/or when our concern was triggered.
- All records must include the nature of our concerns, what gave rise to them, any action taken and the extent of any involvement by persons present. If a disclosure is made, we must thoroughly record the content of the disclosure and any responses we made.
- All persons mentioned in the record (including the author) must have their names recorded in full at least once, as well as their position/relationship to the child/young person.
- All recording must be factual.
- All child protection information is stored separately and securely with access limited to the Chief Executive Officer, Trust Lead for Safeguarding, Headteachers, DSLs and Deputy DSLs.
- Child Protection files should include:
 - all records of concerns/disclosures.
 - details of whether or not parents/carers have been informed (and if not, why not).
 - details of any on-going monitoring.
 - details of any meetings held.
 - details of contact with Social Care or any other agencies.
 - a copy of a completed FCAF.
 - Case Conference reports.
 - any other relevant documents.
- For documentation used, please see appendices.
- Each Academy monitors children/young people about whom there are concerns using a variety of staff – Learning Mentors, DSL, Deputies or other appropriate staff.
- Whenever possible, the academies will work closely with the parents/carers.

Attendance at Safeguarding Conferences:

- The conference brings together family members, the child/young person, where appropriate, and those professionals most involved with the child/young person and family. Its purpose is to analyse the information which has been obtained about the child/young person and the parent's/carer's capacity to ensure the child/young person's safety, to make judgments about the likelihood of the child/young person suffering harm in future and to decide what future action is needed to safeguard the child/young person and promote his/her welfare, how the action will be taken forward and with what intended outcomes.
- All initial conferences should take place within 15 working days of the strategy discussion.
- Social Care convene case conferences. The Chair will act on behalf of the Local Authority. Academy staff will attend and representatives will usually be the DSL, Deputies, Learning Mentor or designated staff. The DSL will make clear to Academy staff attending a case conference what their role and responsibility is. Staff will be supported to write concise, factual reports on pupil/young people. The Academy will always work to maintain a good working relationship with parents/carers where a referral has been made.

Supporting Children/Young People at Risk:

- Our Trust recognises that children/young people who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The Academy may be the only stable, secure and predictable element in the lives of children/young people at risk. Whilst at their Academy, their behaviour may still be challenging and defiant, and there may even be moves to consider exclusion from the Academy.
- It is also recognised that some children/young people abuse others. This requires a considered, sensitive approach in order that both the perpetrator and the victim can receive appropriate help and support.
- The Trust will endeavour to support children/young people through:
 - the curriculum to encourage self-esteem and self-motivation.
 - the Trust ethos which promotes a positive, supportive and secure environment and which gives all children/young people and adults a sense of being respected and valued.
 - the implementation of the Academy Behaviour Policy.
 - a consistent approach which recognises and separates the cause of behaviour from that which the child/young person displays.
 - regular liaison with other professionals and agencies that support the child/young person and his/her family.
 - a commitment to develop productive, supportive relationships with parents/carers, whenever it is in the child/young person's interest to do so.
 - the development and support of a responsive and knowledgeable staff trained to respond appropriately in child protection situations.

On-line Safety:

Each Academy has an On-Line Safety Co-ordinator who co-ordinates relevant policies and practices in the Academy.

Safe Working Practices:

The Trust has developed a clear code of practice for staff which offers guidance to staff on the way they should behave when working with children/young people.

Child Protection Procedures:

The Trust adheres to child protection procedures that have been agreed locally through the local Safeguarding Children's Advisory Service. For further information, please consult the appendices attached.

Working with Other Agencies:

Academies are not investigating agencies and all child protection issues are addressed through agreed procedures. However, each Trust Academy continues to play a role after referral, ensures that referrals are actioned within the appropriate timescales and have developed strong links with partner agencies including Social Care. Every Academy recognises the importance of multi-agency working and ensures that staff attend relevant meetings including case conferences, core groups, child in need meetings and strategy meetings.

Allegations Against Members of Staff:

The Trust recognises that it is possible for staff and volunteers to behave in a manner that could cause harm to children/young people and we take any allegation made against a member of staff or volunteer seriously. The local arrangements for managing allegations have been adopted by the Trust and staff have received a copy of the procedures. All staff know who to talk to if they are concerned about the behaviour of an adult.

Personal Care:

Staff must consider his/her own protection whilst ensuring that the child's/young person's needs and basic human rights are of paramount importance.

Guidelines:

All Academies need to foster an ethos of respect in which the child's/young person's wishes and feelings are taken into account as far as is possible and practicable in meeting his/her needs. No action should be taken by adults without the informed consent of the child/young person and anyone with parental responsibility wherever possible and practicable. The rights of the child/young person should be respected, together with his/her need for support and assistance.

The present organisation of educational institutions allows, for example, for adult presence when children/young people are undressing. The children/young people do have the right not to show their bodies and consideration must be given to the child/young person's rights and feelings.

These guidelines reflect the need for all staff, regardless of gender, to consider their own protection. Under normal circumstances, for example, a member of staff should not be left in a toilet area with a child/young person unless another staff member is close by. It is acknowledged that there are occasions when no set regulations can apply. In such instances the criterion should be to undertake that which is in the best interest of the child/young person at that point in time.

Positive Handling Guidance:

Central to this guidance is the understanding that any physical intervention used by staff must be in accord with the idea of `reasonable force` and used only as a last resort once all other strategies have been exhausted.

There is no legal definition of `reasonable force`. The force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequence it is intended to prevent.

It is essential that any discussion about physical intervention is set in the wider context of education and behaviour management. It should not be seen as an isolated technique.

Reasonable force may be used by members of the school staff when it is reasonable for the purpose of preventing a child/young person from:

- committing an offence.
- causing injury to themselves or others.
- causing damage to property.
- engaging in any behaviour prejudicial to good order and discipline in an Academy or among any of the children/young people.

Context of the Setting

The role of all staff is to promote the successful inclusion of all children/young people. A feature of the difficulties faced by some children/young people with SEND is their cognitive and behavioural rigidity which can, at times, present staff with some challenging situations. The impact of these could include. for example:

- refusal to move from activity to activity.
- to follow simple instructions.
- to join group activities.
- to participate in whole class teaching situations.

- turn-taking and sharing.
- a change in routine.

All of the above may cause a child/young person to react with physical aggression to themselves or others or at times to have major outbursts of screaming or tantrums, which are clearly disruptive for all concerned. In order for children/young people to access the curriculum and be able to enjoy a range of activities as part of their learning programme, it may be necessary to address some of the above issues. At these times, staff working with children/young people, may use **physical prompts** to move a child/young person.

Where possible, any use of physical prompts would be fully discussed with relevant staff and the child/young person's parents/carers, and be part of a behaviour plan or programme.

Prompts may include:

- leading a child/young person by the hand.
- moving a child/young person across a room.
- using prompts to encourage a child/young person to remain seated
- the use of physical prompts to complete an activity.
- preventing a child/young person from running off.
- preventing a child/young person from hurting others.

All staff would only use prompts that are safe and will not cause any damage or harm to any part of the child/young person's body. Children/young people will never be dragged by the arm or other parts of the body or held in any position which may cause pain. Staff will only hold children/young people on soft body parts such as the upper arm and will use as little force as possible. If a staff member has needed to use physical prompts, they will always do so in as calm and non-confrontational a way as possible and attempt to reassure the child/young person in an appropriate manner.

In very occasional circumstances, it might be necessary to restrain a child/young person if they are in danger of harming themselves or others. In this instance, the above guidelines would apply and, in line with the guidance, 'reasonable force' would be used. If there is occasion to restrain a child/young person which is over and above what might normally be expected, all incidents will be recorded in order to prevent any misunderstanding or misinterpretation of the incident. A report must be made to the Headteacher/Chief Executive Officer with a written account as soon as possible.

Where appropriate, there will be prior discussion with parents/carers about the use of restraint and their agreement will be obtained.

As a further support for the staff and children/young people, the Team-Teach programme has given named staff training to instruct staff on methods of restraint and there will be training offered as needed.

Cross-Reference to Other School Policies

The Trust recognises that a number of other policies and procedures developed and operated in our Trust form part of the wider agenda of safeguarding and promoting children/young people's welfare, and this document should be read in conjunction with the policies listed below:

- Anti-Bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Medical Policies
- Behaviour Policy
- Safer Recruitment Policies and Practice
- Code of Conduct for Staff
- policies that recognise specific vulnerable groups

Appendix 1 : Definitions of Abuse:

Definitions of Abuse

A person may abuse or neglect a child/young person by inflicting harm, by failing to act to prevent harm, or by failing to ensure safety and adequate care. Harm may occur intentionally or unintentionally. Children/young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger.

The following are the Department of Health's **categories of child abuse**:

- Physical abuse:
 - This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child/young person. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child/young person whom they are looking after. This situation is commonly described as fabricated illness.
- Emotional abuse:
 - This is the persistent emotional ill treatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to them that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children/young people. It may involve causing them frequently to feel frightened or in danger, or the exploitation or corruption of them. It may involve seeing or hearing the ill treatment of another, i.e. domestic abuse. It may involve serious bullying. Some level of emotional abuse is involved in all types of ill treatment of a child/young person though it may occur alone.
- Sexual abuse:
 - This involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child/young person is aware of what is happening. The activities may involve physical contact, including penetration (e.g. rape or buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children/young people in looking at, or in the production of pornographic material or watching sexual activities or encouraging them to behave in sexually inappropriate ways.
- Neglect:
 - This is the persistent failure to meet a child/young person's basic physical and/or psychological needs likely to result in the serious impairment of their health and development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child/young person from physical harm or danger, abandonment, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs. Neglect may occur during pregnancy as a result of maternal substance abuse.
- Disability may be defined as:
 - a major physical impairment, severe medical illness, and/or a moderate to severe learning disability.
 - having an on-going high level of dependency on others of personal care and the meeting of other basic needs.

Appendix 2

Indicators of possible sexual exploitation

Domain: Child or Young Person's Development Needs

Health:

- Physical symptoms (bruising suggestive of either physical or sexual assault)
- Chronic Fatigue
- Recurring or multiple sexually transmitted infections
- Pregnancy and/or seeking an abortion
- Evidence of drug, alcohol or substance misuse
- Sexually risky behaviour

Education:

- Truancy/disengagement with education or considerable change in performance at school

Emotional and Behavioural Development:

- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language
- Getting involved in petty crime such as shoplifting, stealing
- Secretive behaviour
- Entering or leaving vehicles driven by unknown adults

Identity:

- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity

Family and Social Relationships:

- Hostility in relationship with parents/carers and other family members
- Physical aggression towards parents/carers, siblings, pets, teachers or peers
- Placement breakdown
- Report from reliable sources (e.g. parents/carers, friends or other professionals in contact with the child or young person) suggesting the likelihood of involvement in sexual exploitation
- Detachment from age-appropriate activities
- Associating with other young people who are known to be sexually exploited
- Young person known to be sexually active
- Sexual relationship with a significantly older person
- Unexplained relationships with older adults
- Possible inappropriate use of the internet and forming relationships, particularly with adults, via the internet
- Phone calls, text messages or letters from unknown adults
- Adults or older youths loitering outside the child's usual place of residence
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for in spite of having no known home base
- Missing for long periods with no known home base
- Going missing and being found in areas where the child or young person has no known links

Social Presentation:

- Change in appearance
- Leaving home/care setting in clothing unusual for the individual child (inappropriate for age, borrowing clothing from older young people)

Domain: Parental Capacity

Ensuring Safety:

- History of physical, sexual and/or emotional abuse or neglect

Family and Environmental Factors

Family History and Functioning:

- History of physical, sexual and/or emotional abuse, neglect, domestic violence, parental difficulties

Housing:

- Pattern of street homelessness
- Having keys to premises other than those known about

Income:

- Possession of large amounts of money with no plausible explanation
- Acquisition of expensive clothes, mobile phones or other possessions without plausible explanation
- Accounts of social activities with no plausible explanation of the source of necessary funding

Family's Social Integration:

- Reports that the child has been seen in places known to be used for sexual exploitation

Indication of possible sexual exploitation for boys and young men

Domain: Child Developmental Needs

Health:

- Physical symptoms – sexually transmitted infections, bruising or other marks on body suggestive of physical or sexual abuse
- Drug or alcohol misuse
- Self-harming or eating disorders

Education:

- Truancy from school, deterioration of school work or part-time timetable

Emotional and Behavioural Development:

- Secretive
- Young offender behaviour or anti-social behaviour
- Secretive about internet use or using adult networking sites
- Sexualised language
- Aggressive or violent
- Sexually offending behaviour

Family and Social Relationships:

- Associating with other children at risk of sexual exploitation
- Missing from home or staying out late
- Getting into cars of unknown people
- Contact with unknown adults outside of normal social group via face to face meetings, internet, text messaging or phone calls

Identity:

- Low self-esteem, poor self-image or lack of confidence

Social Presentation:

- Wearing an unusual amount of clothing

Domain: Family and Environmental Factors

Income:

- Social activities with no explanation of how funded
- Possession of abnormal amounts of money, gifts, new mobile phones, credit on mobile phones, number of SIM cards

Family's Social Integration:

- Frequenting known high-risk areas or going to addresses of concern
- Seen at public toilets known for cottaging or adult venues (pubs and clubs)

Appendix 3

Guidance to Staff on Disclosure:

- If a child/young person approaches you, please remember:
 - be truthful – never make promises that you can't keep.
 - reassure and believe.
 - always make time! Let the child/young person dictate pace – don't be afraid of silence.
 - be non-judgmental.
 - keep calm.
 - be aware of body-language.
 - use language that the child/young person can understand.
 - make sure that you understand the language – clarify points.
 - be careful not to give opinions or put words into the child/young person's mouth.
 - make accurate and comprehensive notes as soon as possible afterwards – this may be evidence needed in court.

- Suspicions about abuse:
 - When a child/young person's behaviour changes and there is no satisfactory explanation, it may be that there is abuse. Suspicions should be discussed with someone else, e.g. the DSL or Deputies. Such discussion is to help to decide what action to take, if any, after the DSL has been consulted by the staff involved.

Responding to Disclosure:

Disclosures or information may be received from children/young people, parents/carers or others. Every Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they speak.

Accordingly, all staff are encouraged to handle disclosures with sensitivity. Such information cannot remain confidential and staff must immediately communicate what they have been told to the designated officers or the deputies and make, date and sign a written record.

Staff do not investigate but should, wherever possible, elicit enough information to pass on to the designated staff in order that they can make an informed decision on what to do next. They may choose to take the child/young person to a designated member of staff, with the child/young person's agreement, instead of listening to the disclosure.

If they choose to listen to the disclosure, staff will:

- listen to and take seriously any disclosure or information that a child/young person may be at risk of harm.
- try to ensure that the person disclosing does not have to repeat the information to another member of staff.
- clarify the information.
- try to keep questions to a minimum and of an `open` nature.
- try not to show signs of shock, horror or surprise.
- not express feelings or judgements regarding any person alleged to have harmed the child/young person.
- explain sensitively that they have a responsibility to refer the information to the senior designated staff (before the disclosure).
- reassure and support the person as far as possible.
- explain that only those who `need to know` will be told.
- never make promises about confidentiality or future actions.

Action by the Designated Safeguarding Leads or Deputies:

Following any information raising concern, they will consider:

- the child/young person`s wishes.
- any urgent medical needs of the child/young person.
- ascertain if the child/young person is subject to a child protection plan.
- discuss the matter with other agencies involved with the family.
- consult with appropriate agencies.

Designated officers will:

- decide whether to make a child protection referral to Social Services or not to make a referral at this stage.
- wherever possible, talk to parents/carers unless to do so may place a child/young person at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- decide if further monitoring is necessary.
- decide if it would be appropriate to undertake an assessment/FCAF and/or make a referral for other services.
- make sure all information and actions taken, including the reasons for decisions taken, will be fully documented.

Action following a child protection referral:

The designated officers will:

- make regular contact with the Social Worker involved and keep them informed.
- wherever possible, contribute to the strategy discussion.
- provide a report for, attend and contribute to any subsequent child protection conference.
- if the child/young person is made subject to a child protection plan, contribute to the plan and attend core group meetings and review child protection conferences.
- where possible, share all reports with parents/carers prior to meetings.
- where a disagreement with a decision made, discuss this with the Safeguarding Team (Local Authority).
- immediately inform the key worker where a child/young person has a child protection plan and moves from a school or goes missing.

If a member of staff feels that the academy has not dealt with an incident appropriately and they are unable to discuss this with the Trust Safeguarding Lead, Headteacher or Chief Executive Officer then they can contact the NSPCC whistle-blowing helpline on 0800 028 0285.