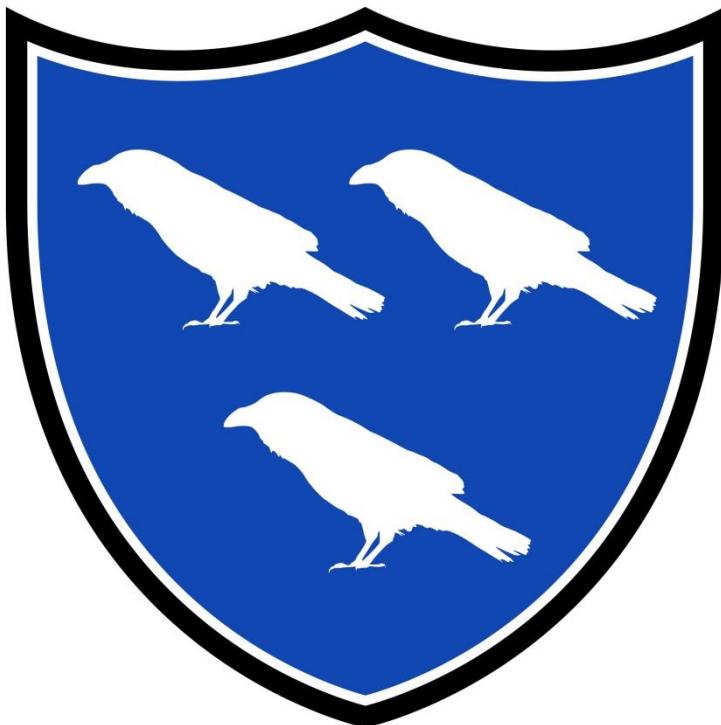


Valley Primary School



Child Protection & Safeguarding Policy

Updated: September 2017

Review Date: July 2018

Safeguarding / Child Protection Policy

School Vision

At Valley Primary School Academy Trust, we are committed to providing an inspiring and inclusive environment linking to local, national and global communities. We actively encourage and develop independent lifelong learners, who are able to fulfil their dreams and aspirations. Valley Primary School Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

School's Designated Safeguarding Lead:

Mr S Jackson: Headteacher
Training Expires: Sept 2018

Mrs Lorraine Bottross: Pre-School Manager
Training Expires: July 2018

School's Deputy Safeguarding Leads:

Mrs Anderson: Family Worker

Training Expires: October 2017

Mrs Bradley: Senco

Training Expires: October 2017

Mrs Coulson: Assistant Headteacher

Training Expires: Sept 2018

Designated Safeguarding Governor:

Mrs H Randall

Bromley Referrals and Assessment Team contact numbers:

Bromley LADO: Rita Dada

Escalating Concerns contact within Bromley:

Bianca Hart bianca.hart@bromley.gov.uk 0203 364 6829

Date of Last review: July 2017

Reviewed by: S Jackson & H Randell

Agreed by: Full Governing Body

Shared with staff: September 2017

Frequency of review: Annually

Date of next review: July 2018

The governors and staff at Valley Primary School Academy Trust fully recognise the responsibility it has to the safeguarding and protection of pupils. All governors and staff, including volunteers, have a full and active part to play in protecting children and young people from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual pupil.

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1. Purpose and Aims

Valley Primary School fully recognises its responsibilities to safeguard children. Our policy applies to all staff, volunteers, governors and visitors in the school. Our aims are:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise awareness of all staff, including volunteers, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- The school will have procedures and protocols which will be followed by all staff in cases of suspected abuse and/or the need for care.
- To develop and promote working relationships with other agencies as outlined in '*Working Together To Safeguard Children*'.
- To ensure that all adults who have unsupervised access to children have been checked as to their suitability and have an enhanced DBS disclosure, as well as being checked against the Independent Safeguarding Authority's (ISA) barred list (replaces List 99). The school will implement recruitment procedures as recommended in *Safeguarding Children and Safer Recruitment 2007*.

2. Procedures

Our procedures will be in line with Bromley Procedures. We will ensure that:

- We have a Designated Member of staff/Officer who will, in line with recommendations in the Safeguarding Children and Safer Recruitment 2007, (2.19) undertake training and refresher training at two yearly intervals.
- All members of staff develop their understanding of the signs and behaviours of abuse as outlined in Section 10 of this policy
- All members of staff know how to respond to a pupil who discloses abuse.
- All staff will be kept up-dated on safeguarding issues and will be able to identify concerns and understand procedures to protect and safeguard children and young people. Issues include: Children Missing from Care and Home, Sexually Exploited Children, Children Witnessing Domestic Violence, Young Carers, Young Runaways, Forced Marriages, Female Genital Mutilation, Preventing Radicalisation and Fabricated illness.
- All staff receive annual Safeguarding training.

- All members of staff are aware of any immediate/urgent action required to assist the child, eg emergency medical treatment.
- All members of staff will report concerns to the Designated Safeguarding Lead using the school standard Communication with Parent / Pupil / Social Worker forms and entering the information against the pupil's name on Safeguard (the school's electronic system for recording all safeguarding information).
- All parents/carers will be made aware of the school Child Protection/Safeguarding Procedures.
- All staff are responsible for reporting concerns regarding a colleague's behaviour. As outlined in the school's Whistle-blowing Policy.
- The school procedures will be regularly reviewed and up-dated.
- All staff will have seen a copy of this policy and new staff will be given a copy as part of their induction programme.
- Governors will receive regular reports about numbers of child protection referrals, allegations against school staff and other child protection/safeguarding matters.

3. Statutory Framework

In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and statutory guidance:

- The Children Act 1989 & 2004
- The Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE, 2011)
- Working Together to Safeguard Children (DfE, 2015)
- Disqualification Under the Childcare Act (DfE, 2016)
- The Prevent Duty (DfE, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills (DfE 2015)
- Keeping Children Safe in Education (DfE2016)
- Procedures set out by the Local Safeguarding Children Board. (LSCB)

3. The Role of the Governing Body

Part 2 of Keeping Children Safe in Education (DfE, 2016) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will:

- Through the Headteacher, remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management or Governing Body.

- Ensure that senior members of staff of the school's leadership team are identified to take the role of Designated Safeguarding Lead (DSL) as defined in Keeping Children Safe in Education.
- Ensure that the school has a nominated governor responsible for child protection, to take lead responsibility in the Governing Body for Safeguarding and Child Protection, and to provide support and challenge to the DSL to ensure that the work of the school conforms to this policy.
- Ensure that a safeguarding audit is completed annually by the Headteacher and nominated child protection governor.
- Ensure that on arrival at school all visitors (including contractors) are provided with a copy of the safeguarding policy making them aware of their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to one of the Designated Safeguarding Leads.
- Make this policy available to parents and carers through the school website and 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.
- Ensure that children and young people are taught about keeping themselves safe.
- Ensure that the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (DfE, 2015). This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This covers a range of work such as: Working with the CAF team regarding resistant families, working to help identify children and young people who are privately fostered, working to help protect children from extremist and violent views through multi-agency work.
- Ensure that the school develops effective links with relevant agencies and co-operates as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Ensure procedures are in place that Social Care are notified immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan.
- Ensure there are procedures for contacting the child's social worker directly if there is an unexplained absence of a child who is Looked After. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'.
- Ensure that the school's Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Local Safeguarding Children Board.
- Ensure there is a staff behaviour (code of conduct) policy, which links to this child protection policy, and which is shared with all current staff and forms part of the induction training for new staff.

- Ensure that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- Review this Safeguarding / Child Protection policy, and its effectiveness, annually (no later than the date of next review given on the front cover).

5. The Role of the Headteacher

The Headteacher is responsible for implementing the duties as set out in Section 4 of this policy and the monitoring of the effectiveness of the school's policies and procedures relating to safeguarding.

The Headteacher, supported by the Designated Safeguarding Leads, is to ensure that this policy and associated procedures are followed by all staff:

The Headteacher is to ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

6. The Role of the Safeguarding Lead

The broad areas of responsibility of the Designated Safeguarding Lead involve managing referrals/cases and raising awareness of safeguarding and child protection amongst staff.

The Designated Safeguarding Lead will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

In making decisions on whether to refer child protection concerns/disclosures to Bromley Children's Social Care the Designated Safeguarding Lead should refer to the Bromley Threshold of Need document (Appendix 1). The full document can be found on the safeguarding notice board in the Staffroom.

The DSL will consult with the MASH Team if they are still unsure on whether to refer.

7. The Role & Responsibilities of all Staff within School

All staff and volunteers must read this policy and Part One of Keeping Children Safe in Education (Appendix 1) and ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures.

As part of the staff induction process and / or annually on the first day of the Autumn Term, staff are required to read this policy and all other related policies and sign to say that the policies have been read and understood. This signed declaration is kept in the staff member's personnel file.

All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 2 for details). Procedures for reporting concerns and dealing with a disclosure are given in section 10.

If there are concerns or allegations regarding a member of staff or the Headteacher then the processes outlined in section 15 of this document must be followed.

8. Safeguarding Training

The Headteacher must undertake training on child protection at least once every three years (statutory requirement), at LSCB level 3/4 or above. If the Headteacher is the Designated Safeguarding Lead then he/she shall meet the training requirements set out below.

- In addition to basic child protection training the Designated Safeguarding Lead must attend the LSCB's Level 3/4 Working Together to Safeguard Children training, and then undertake refresher safeguarding training at LSCB Level 3/4 at least every three years (statutory requirement).
- The Deputy Designated Safeguarding Lead must meet the training requirements as above.

Any newly appointed Designated Safeguarding Lead must attend the LSCB's Level 3/4 Working Together to Safeguard Children training before taking lead responsibility for safeguarding. The Deputy Designated Safeguarding Lead will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead is waiting to receive training.

All other staff, who work with children, will undertake safeguarding and child protection training at LSCB level 3, or its equivalent, to equip them to carry out their responsibilities for child protection effectively. This must be kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children must be made aware of the school's arrangements for child protection and their responsibilities.

The Chair of Governors, the designated Governor for Safeguarding and Child Protection and Local Authority appointed Governors will undertake the Local Authority's governor safeguarding training at least once every three years. All new members of staff will receive child protection training as indicated in above as part of their induction programme.

Briefings and updates on child protection and safeguarding procedures (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.

At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post. All interview paperwork will state the names of panel members and highlight which members have received safer recruitment training.

9. Promoting Children and Young People's Well-being

The school will teach children about safeguarding and ensure that the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (DfE, 2015). This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, the Common Assessment Framework (CAF)

Child Protection procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm.

10. Signs and Behaviour of Abuse

All staff and volunteers must be aware that the four main categories of abuse which may result in a child being placed on the Child Protection Register are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

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: a form of abuse which 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a 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 cyberbullying), 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, although it may occur alone.

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: 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Abuse

NB: This guidance is provided as a useful reminder of the indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

Indicators of Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Indicators of Emotional Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour eg. thumb sucking, hair twisting, rocking
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging.

Indicators of Sexual Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour eg. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, eg. throat infection, venereal disease or other STD
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, eg. for sport
- Phobias or panic attacks
- Child Sexual Exploitation (please see separate section in this policy)

Indicators of Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence

- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) 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 factors were identified as making children vulnerable to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality);
- History of abuse (including familial child sexual abuse;
- Risk of forced marriage, risk of ‘honour’-based violence;
- Physical and emotional abuse and neglect);
- Recent bereavement or loss;
- Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only).
- Attending school with young people who are sexually exploited;
- Learning disabilities;
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families;
- Friends with young people who are sexually exploited;
- Homeless;
- Lacking friends from the same age group;
- Living in a gang neighbourhood;
- Living in residential care;
- Living in hostel, bed and breakfast accommodation or a foyer;
- Low self-esteem or self-confidence;
- Young carer.

The following signs and behaviours were identified as being generally seen in children who are already being sexually exploited:

- Missing from home or care

- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Change in physical appearance
- Evidence of sexual bullying and/or vulnerability through the internet and/or
- Social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges. Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015 and these procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the

teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Radicalisation and Extremism

The Counter Terrorism & Security Act (2015) & the Prevent duty

Prevent is one of the four elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

The Counter Terrorism & Security Act (2015):

This Act places a duty on specified authorities including schools, Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).

At Valley Primary School Academy Trust, we are committed to supporting vulnerable students through our safeguarding policies and procedures and recognise that this will support the school's contribution to the Prevent duty.

We build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views.

The school engages positively with appropriate training to ensure all staff have the skills and knowledge to refer any concerns appropriately.

Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral. The Headteacher provides the lead for the school on Prevent and can be contacted directly for any concerns or for clarification on process.

Valley Primary School Academy Trust is committed to working closely and in harmony with its community and celebrating the diversity of the UK. We aim to prepare children for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values.

We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society in which individual members can feel safe, valued and can contribute to for the good of themselves and others.

We work alongside our local community and recognise the variety of religious beliefs within it. We take children outside the school to take part in local events and meet different members of the community to appreciate the valuable contributions they make.

We take opportunities to:

- acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past
- join in with international sporting events and find out more about the countries that host them
- support a number of charities that are selected by the children and arrange fundraising events
- invite members of the local community to our school events.

We understand the role that our school has in helping prevent radicalisation and supporting our children in developing a world view recognising Britain's place within it. The four British values are:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

Please refer to the school's Prevent Policy to learn more about how we safeguard pupils and staff from extremism and radicalisation and promote Fundamental British Values.

Gangs

What is a gang?

The term 'gang' means different things to different people. A group of young people hanging out together does not make a gang. A gang is usually considered to be a group of people who spend time in public places that also:

- 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,
- or are in conflict with other, similar gangs.

A criminal network however is different from a gang; it's a group of individuals involved in persistent criminality for some form of personal gain (this includes profit and/or to gain or demonstrate status) which is causing significant harm to the community. It is:

- a group that keeps breaking the law to make money. • This law-breaking is causing harm to the community
- or, this law-breaking is a problem internationally (e.g. people trafficking)
- Violence is used in order to make money (e.g. to scare people into giving them money)
- They are running an illegal business (e.g. drug trafficking)

Why do people belong to gangs?

Young people might join a gang for the following reasons:

- identity
- a sense of belonging
- they think it will make them safer
- they think they will make money
- they are forced in to joining (blackmailed or coerced)

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons (sometimes called ‘running county lines’). They might be abused, exploited or put into dangerous situations. Initiation in to gangs is often a form of abuse, often sexual.

How can you help a child involved in a gang?

You can call Childline on **0800 1111** for support and advice - it's a free 24/7 confidential helpline for children and young people - or they can access more information about gangs on the [Childline website](#)

The Metropolitan Police’s [Safe](#) website has information about exiting gangs and advice and guidance about group violence and what to do if you are being pressured to join a gang.

Domestic Violence

Domestic violence affects people of every class, age, race, disability, gender and sexuality. The violence can begin at any stage of a relationship and may continue after the relationship has ended.

Domestic violence can happen in many different ways, for example:

- **Physical** – hitting, punching, kicking, pushing, slapping
- **Emotional** – threatening to hurt the other person, doing and sayings things to frighten the other person, swearing at them or saying things to make them feel bad
- **Sexual** – doing or making someone engage in sexual activity against their will
- **Financial** – taking away the other person’s money, not giving the other person money when they need it or not letting them get a job

There are a number of services available in Bromley to support women and children facing domestic abuse:

Bromley Domestic Abuse Services

These national organisations offer support and advice:

Women's Aid, National Domestic Violence Helpline, Refuge

Harmful Cultural Practices

The London Safeguarding Children Board has developed practice guidance linked to faith or culture, providing guidance for professionals on how to promote and protect the welfare of children living in circumstances which appear to be complex because of their faith and culture.

Harmful practices include FGM (female genital mutilation), so-called honour based violence, forced marriage, male circumcision, and belief in spirit possession and witchcraft.

Children and young people can be at risk of significant harm (including of death) and any referrals should be made to MASH citing the harmful cultural practice that the child or young person is at risk of. As with all child abuse concerns, if you think a child is in immediate danger, always call 999.

Honour Based Violence

So called “honour crime”, “honour-based violence” or “izzat” (mainly a South Asian term) embrace a variety of crimes of violence mainly perpetrated towards girls and women, including assault, imprisonment and murder where the person is being punished by their family or their community. The family or community are punishing them for undermining what they believe to be the correct code of behaviour.

Failure to adhere to the correct code of behaviour is an indicator to the family that the person cannot be controlled to conform and this brings “shame” to the family.

“Honour-based violence” usually occurs with some degree of approval by family and/ community members and it has an international dimension as victims can be taken overseas where the violence is then perpetrated. It can also be a trigger for a forced marriage.

Honour based violence cuts across all cultures and communities, and cases encountered in the UK have involved families from Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European communities. This is not an exhaustive list.

Female Genital Mutilation

Please read the separate section on FGM within this policy.

Forced Marriage

Hundreds of people in the UK (particularly girls and young women), some as young as nine, are forced into marriage each year. A 'forced' marriage, as distinct from a consensual 'arranged' one, is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds.

In 2004, the Government's definition of domestic violence was extended to include acts perpetrated by extended family members as well as intimate partners. Consequently, acts such as forced marriage and so-called 'honour crimes' (which can include abduction and homicide) now come under the definition of domestic violence.

The majority of forced marriages reported to date in the UK have involved families from South Asia; other communities in which there have been cases include Europe, East Asia, the Middle East and Africa. Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas or a British national being taken abroad.

Professionals should respond in a similar way to forced marriage as with domestic violence and honour based violence (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc).

Male circumcision

Male circumcision that is performed for any reason other than physical clinical need is termed non-therapeutic circumcision. The British Association of Paediatric Surgeons advises that there is rarely a clinical indication for circumcision. Doctors should be aware of this and reassure parents accordingly.

Doctors / health professionals should ensure that any parents seeking circumcision for their son in the belief that it confers health benefits are fully informed that there is a lack of professional consensus as to current evidence demonstrating any benefits. The risks / benefits to the child must be fully explained to the parents and to the young man himself if he has the maturity to make his own decisions and understand the implications of those decisions (Fraser Guidelines/ Gillick competency).

The medical harms or benefits have not been unequivocally proven except to the extent that there are clear risks of harm if the procedure is done inexpertly.

The legal position on male circumcision is untested and therefore remains unclear. Professionals should be guided by the London Child Protection Procedures Part B Practice guidance on male circumcision.

Belief in spirit possession or witchcraft

This harmful cultural practice is where parents, families and often the child themselves believe that an evil force has entered a child and is controlling them; the belief includes the child being able to use the evil force to harm others. This evil is variously known as black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah. Children are called witches or sorcerers.

Parents can be initiated into and / or supported in the belief that their child is possessed by an evil spirit by a privately contacted spiritualist / indigenous healer or by a local community faith leader. The task of exorcism or deliverance is often undertaken by a faith leader, or by the parents or other family members.

Forms of abuse can include physical, sexual, emotional and/or neglect. In addition, significant harm may occur when an attempt is made or 'exorcise'; or 'deliver' the evil spirit from the child.

The London Child Protection Procedures Practice Guidance on spiritual, cultural and religious beliefs should be followed. The London Safeguarding Children Board website also has information in the section Resources about Culture and Faith.

Current guidelines for praying for children and engaging with them in a faith context are available in the 'Staying Safe and Secure' booklet, available at: www.ccpas.co.uk, produced by the Churches' Child Protection Advisory Service (CCPAS) and the Metropolitan Police. Whilst the booklet is specifically for Christian communities, the principles it sets out for safeguarding children are the same across all faith communities and can be adapted accordingly.

Peer to Peer Abuse.

As part of the school's annual safeguarding updates, all staff are made aware of the fact that children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's Anti-Bullying procedures where necessary. However, there will be occasions, when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures such as incidents of sexting.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to one of the school's DSLs as soon as possible.

Pupils with Special Educational Needs (SEN)

At Valley Primary Academy Trust, the Governors and staff understand that children with special educational needs can be faced with additional safeguarding challenges.

The possible additional barriers to recognising abuse or neglect in pupils with SEN include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or additional need without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without showing any outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

To avoid the abuse or neglect of pupils with SEN going unnoticed, the following procedures are in place:

- during the weekly safeguarding briefings, staff are challenged to clarify their concerns when discussing pupils with SEN as to whether concerning behaviour is linked to the disability or additional need or the result of abuse;
- Pupils with SEN who are subject to an Individual Provision Map(IPM), communicate their feelings about themselves and school through the termly review of the their IPM;
- Pupils are encouraged to talk to staff members about any concerns they might have and are free to communicate their concerns through the worry box system in pictorial form.

The Safeguarding of Looked After Children (LAC)

At Valley Primary School Academy Trust, it is recognised that the most common reason for children becoming looked after is as a result of abuse and / or neglect.

The Governing Body ensure that all staff receives attachment training and other suitably appropriate training in order to raise awareness of the additional needs and behaviours of children who are looked after.

The school's Family Worker is the staff member responsible for:

- Promoting the educational achievement of children who are looked after;
- Liaising with the Virtual Head to agree appropriate provision and the spending of Pupil Premium funding;
- Sharing the necessary information with relevant staff relating to the child's looked after status and contact arrangements with birth parents or those with parental responsibility.

Emotional Wellbeing and Mental Health

The Community Wellbeing Service is the single point of access service for children and young people's emotional and mental wellbeing in the borough. Children and young people are referred in (or can self refer), their difficulties are screened and it is then decided how best they can be supported. This could be through therapeutic support or signposting to a more appropriate local service.

If you have concerns about bullying, eating problems, family problems, depression, behaviour problems or anger, contact the Community Wellbeing Service using the details below. **Self referrals are accepted.**

Email: info@bromleyy.org

Secure NHS email: BROMH.bromleyy@nhs.net

Phone: 020 3770 8848

Web Link: www.bromleywellbeingcyp.org

Another excellent site for advice and support is [Young Minds](#).

If you need more specialist mental health support, then the Community Wellbeing Service will refer you to Bromley CAMHS (run by [Oxleas](#) NHS Trust). Their website contains useful information about what to expect when you visit as well as strategies and guidance.

11. Dealing with Disclosures

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure

WHY CHILDREN CANNOT TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks will not be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks it's normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children

- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

For guidance, advice and support, contact the Bromley MASH Team on: 0208 461 7373 / 7379 / 7026

If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the designated safeguarding lead immediately so that the Referral and Assessment Service can be informed and the necessary protective measures implemented.

A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that all members of staff, including external providers are aware of the signs and behaviour which may indicate abuse, as above and fully understand the school's referral process.

All staff must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Explain what has to be done next and who has to be told.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of the disclosure.

The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, immediately. The member of staff must provide the DSL with a signed, dated written record of the concern/disclosure, using the agreed school pro forma. The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

The Designated Safeguarding Lead must place the concern on the school's safeguarding file for the child (creating one if necessary). When the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, has been informed, he/she shall make the decision whether or not to refer the concern to Social Care.

Professionals in all agencies have a responsibility to refer a child to Children's Social Care when it is believed or suspected that the child:

- Has suffered significant harm; or
- Is likely to suffer significant harm.

All referrals to Children's Social Care must be made in writing using the Multi-Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns so that any emerging patterns are recognised.

The Referral and Assessment Service will be consulted when there is uncertainty about whether to refer. Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the Referral and Assessment Service at:

Bromley Children's Social Care Contact Details

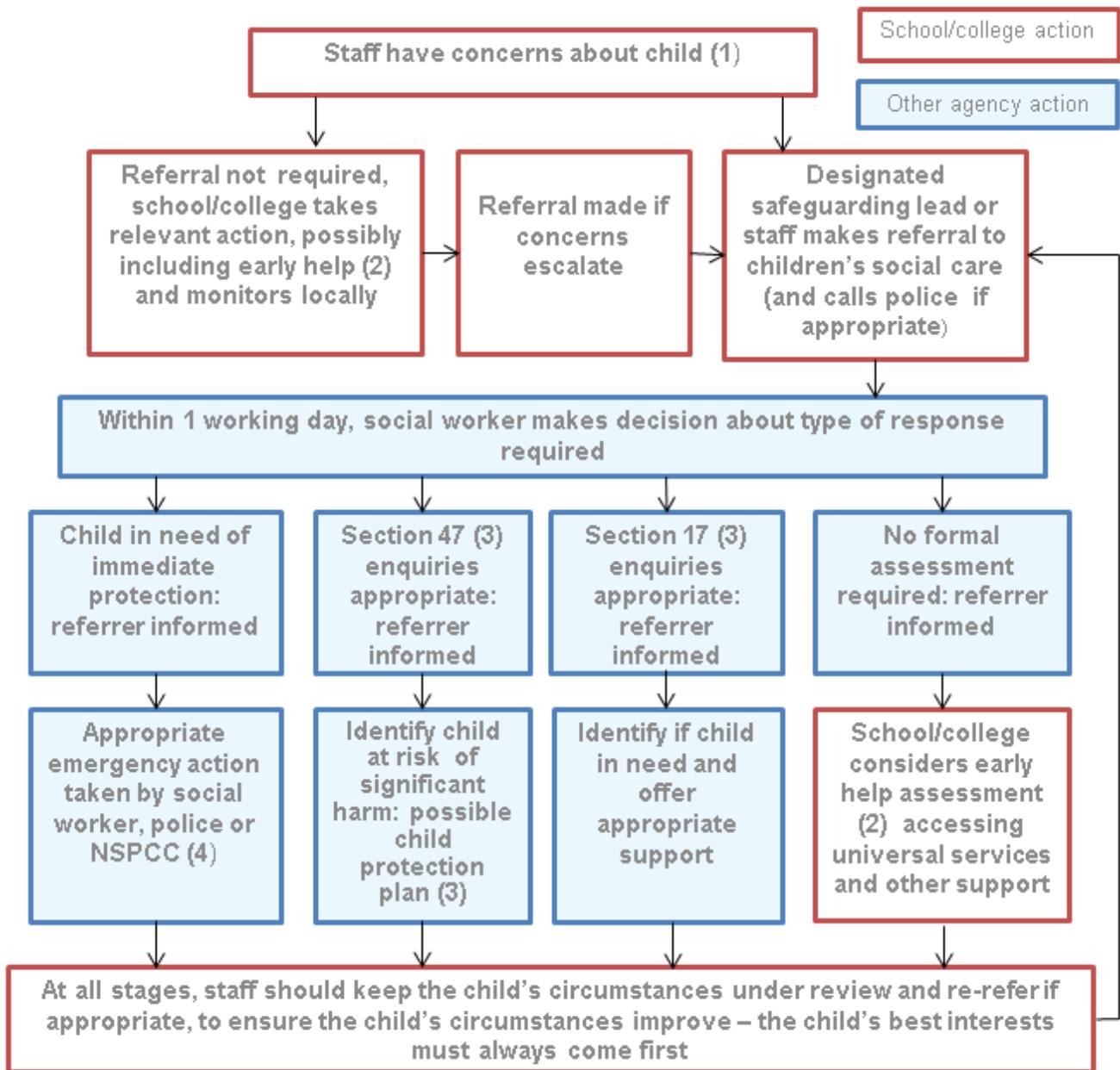
MASH Team	Phone:	020 8461 7373 / 7379 / 7026
London Borough of Bromley	Admin:	0208 461 7309 / 7014 / 7428
Civic Centre, St Blaise	E-mail:	mash@bromley.gov.uk
Stockwell Close		
Bromley BR1 3UH	Fax:	0208 313 4400

Emergency Duty Team (at weekends and outside normal working hours)

Phone: 0300 303 8671

The Governors and Headteacher understand that handling disclosures and making referrals can be upsetting and emotionally challenging and will ensure all staff are supported through this process. Staff are reminded that they can talk to their Workplace Buddy for support and reassurance.

When considering any referral, staff at Valley Primary School Academy Trust refer to the ‘Actions where there are concerns about a child’ flow chart as set out in Keeping Children Safe in Education (2016).



12. Confidentiality

Safeguarding information should be treated as confidential and only shared as part of the agreed school and Bromley Safeguarding Children Board protocols. All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals. Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

13. Communication with Parents / Carers

Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

14. Recording Keeping

All safeguarding information is recorded on the school's electronic system called Safeguard. All other documentation relating to safeguarding will be kept separately from the child's school file for the duration of the child's school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead at the receiving school. The school will retain a receipt for the records signed by the receiving school. The information contained will be regarded as confidential. Any request for access to the information by non-Bromley Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Headteacher/Designated Safeguarding Lead who is advised to seek legal advice before acting.

15. Safer Recruitment

The school will comply with the guidance set out in Part 3 of Keeping Children Safe in Education (DfE, 2016). At least one member of every appointments panel will have completed Safer Recruitment training.

16. Dealing with concerns regarding school staff or volunteers

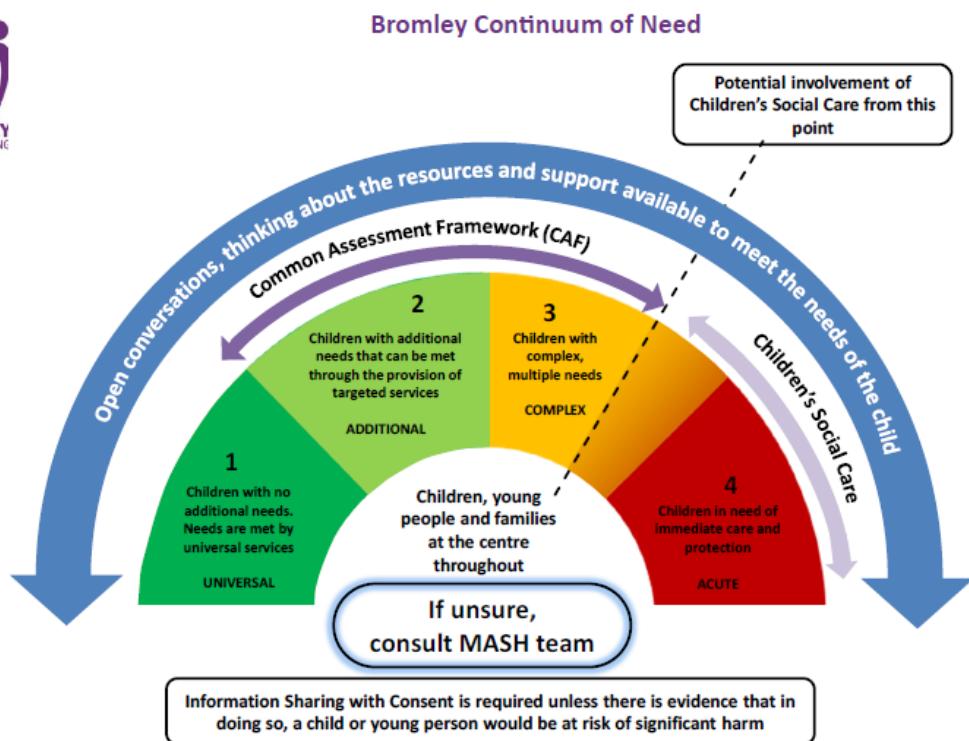
To reduce the risk of inappropriate or unprofessional behaviour towards children, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'.

A concern, sometimes referred to as an allegation, is any information which indicates that a member of staff/volunteer may have failed to meet the requirements set out in the staff behaviour (code of conduct) policy, or may have:

- 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 he or she would pose a risk of harm if they work regularly or closely with children.

The school has a separate Whistleblowing Policy and Allegations Against Staff Policy and staff are asked to familiarise themselves with these policies as part of their annual safeguarding training.

Appendix 1: Continuum of Need & Bromley Threshold of Need – A Quick Guide





Bromley Threshold of Need- Quick Guide

Level of need	Example indicators	How to refer
Level 1: Universal Services No additional needs.	<ul style="list-style-type: none">achieving key stagesgood physical health with age appropriate milestonesgood quality early attachment, confident in social situationsstable families where parents are able to meet the child's needsparents provide secure and caring parenting	<ul style="list-style-type: none">No Common Assessment is required.Children should access universal services in the normal way e.g. education, children's centre, GP, etc.
Level 2: Additional needs Early Help. Children with low level additional needs that are likely to be short term.	<ul style="list-style-type: none">children with development delaylow attendance at schoolyoung people not in education, employment or trainingrecurring health problemsearly onset of offending behaviouryoung parents under 16 yearsrisk taking childrenearly signs of neglectful parentingchildren affected negatively by parental learning difficulty, substance misuse or mental healthisolated incidents of minor physical/emotional violence in family, not witnessed by child	<p>Referrals for Early Help and Family Support can be made using: http://www.bromley.gov.uk/info/200017/children_and_families/53/3/common_assessment_framework_caf</p> <p>Bromley Children Project (BCP) will make contact with the referrer to assess the level of support required. If it is felt that BCP is not the right service, assistance will be given to find a more suitable service.</p> <p>Tools used at L2 are the Common Assessment Framework and Team Around the Child. Examples of services are Family Support Services, Community Wellbeing Service, Education Welfare, Education Psychology or Targeted Youth Support.</p>
Level 3: Complex Needs Children with high level additional unmet or complex needs which are likely to require longer term intervention from statutory and/or specialist services.	<ul style="list-style-type: none">persistent absence/exclusion from school or missing episodes from home/careeducation Health and Care Planchronic health problemsself harmpregnant or in sexual relationship (13-16 years)inadequate physical care/supervision of a childserious and/or persistent physical violence in the familychild mental health issues requiring specialist interventionparental substance misuse or mental health needs overshadows capacity to meet child's needschild vulnerable to CSE/risk of grooming / gang affiliationassessment needed to assess risk of FGMchild associates with people who hold extremist views	<p>The Common Assessment Framework can be used as supporting evidence to gain specialist/targeted support at Level 3: http://www.bromley.gov.uk/info/200017/children_and_families/53/3/common_assessment_framework_caf</p> <p>Based on need and risk, some cases at Level 3 will require Children's Social Care involvement. If unsure, consult the Multi-Agency Safeguarding Hub (MASH) during office hours. Telephone: 0208 461 7309 / 7373 / 7379 / 7026 and send the completed referral to form to: mash@bromley.gov.uk or mash@bromley.gcsx.gov.uk Out of hours (emergencies only), telephone: 0300 303 8671.</p> <p>May be eligible for a Child in Need (S17) service from Children's Social Care.</p> <p>Agencies involved could be Children's Social Care, Youth Offending Service, CAMHS, GPs and specialist school staff.</p> <p>Other specialist assessments may be required. Children missing education will be referred to Education Welfare Services.</p>
Level 4: Acute Needs Children in need of immediate care and protection. Specialist and Statutory Response required.	<ul style="list-style-type: none">physical, emotional or sexual abuse or neglect that may cause significant harm to the childserious domestic violence increasing in frequency/severityparental substance misuse, mental health or disability puts child at risk of harmevidence that child is victim of CSE / frequent missing / gang affiliationchild with complex mental health needschild's substance misuse is putting them at riskconcern that FGM has occurredrisk of forced marriage or honour based violenceevidence that the child supports violent extremist ideologies	<p>Contact the Multi-Agency Safeguarding Hub (MASH) during office hours. Telephone: 0208 461 7309 / 7373 / 7379 / 7026 and send the completed referral to form to: mash@bromley.gov.uk or mash@bromley.gcsx.gov.uk Out of hours (emergencies only), telephone: 0300 303 8671.</p> <p>A social worker will be allocated. These children require statutory protection, such as child protection (S47) or legal intervention. Some of these children may need to be accommodated by the local authority.</p> <p>Agencies involved could be Children's Social Care, Youth Offending Service, CAMHS, GPs and specialist school staff. CSE screening tool to be completed and referred to CSE coordinator if appropriate.</p>

This is a brief guide, not an exhaustive list so should be read in conjunction with Bromley's full Threshold of Need Guidance (May 2017) at <http://bromleysafeguarding.org/> under 'Our Policies, Procedures and Guidance'.

Appendix 2: Child Sexual Exploitation – SAFEGUARD



Child Sexual Exploitation Warning Signs - **SAFEGUARD**

Often, children and young people who are victims of sexual exploitation do not recognise that they are being abused. There are a number of warning signs that can indicate a child may be being groomed for sexual exploitation. To assist you in remembering and assessing these signs and behaviours, we have created the mnemonic - **SAFEGUARD**.



Sexual identity, wellbeing and choice

Sexually transmitted infections (particularly repeat infections); Pregnancy; terminations; changing or out of character sexual behaviour; exploring sexual relationships in an unsafe context or environment; unable to disclose sexual orientation and fearful of societal responses.



Absence, truancy and going missing

Truancy from school, including during the school day; missing from home or care, and repeat incidents; travelling outside borough/town when missing; unexplained absences.



Family and home

Sexual, physical, emotional abuse and neglect; risks of forced marriage or so called honour based violence; female genital mutilation; domestic violence; substance misuse; parental mental health concerns; bereavement; parental and sibling criminality; experiences of homelessness or sofa surfing; living in care or temporary accommodation; immigration status.



Emotional and physical health

Suicidal thoughts, plans and attempts; self-harm; low self-esteem/confidence/worth; learning difficulties; changing emotional wellbeing and signs of poor mental health; unexplained injuries and changes in physical appearance.



Gangs, Groups, Age Gaps and Crime

Involvement in gangs or gang affected family, peers or siblings; concerns of abusive peer groups; involvement with older individuals or groups, lacking friends in the same age groups; older 'boyfriends'; sudden changes in peer groups; bullying, both on and off line; friends of young people experiencing CSE.



Use of technology and sexual bullying

Sexting, both sending and receiving; being listed on social network pages in relation to sexual activity and, or named in videos; secretive use of the internet/phones/social networking sites; sudden behaviour changes when using the phone or internet; control via phone or internet; multiple or secretive social networking profiles.



Alcohol and substances

Reliance on and changing use of substances, both legal and illegal.



Receipt of unexplained gifts or money

Unexplained money, mobile phones; phone credit, items, clothes, money; new nails; travel in taxis; gifts where payment is required at a later date; worries about having debts



Distrust of authority figures

Resistance to communicating with parents, carers, teachers, social services, health, police and others.

Appendix 3: Child Sexual Exploitation – Spot the Signs

SPOT THE SIGNS

When a child or young person is being exploited it can be difficult for them to see what is happening or know how to tell someone. It is important therefore that as parents and carers we are able to spot the warning signs and know how to best offer support.

