

# Reignhead Primary School

## Safeguarding and Child Protection Policy



**Reviewed/adopted:** September 2019

**Next review date:** September 2020

**Review frequency:** Annually

**Reviewed by:** Safeguarding Governors

**Signed:** Headteacher \_\_\_\_\_

Governor \_\_\_\_\_

## **Purpose of the policy**

At Reignhead Primary School we believe that every child, regardless of age has at all times and in all situations, a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral well-being and development of the individual child.

We also believe that child protection and safeguarding incidents could happen anywhere and all staff should be alert to possible concerns being raised in this school.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that a referral must be made to the appropriate agencies in order to safeguard the child's welfare.

## **The aims of our policy**

This policy applies to all staff, governors and volunteers working in our school. The policy has five main elements:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of physical or psychological mistreatment;
- Supporting pupils who have been abused in accordance with their agreed child protection plan;
- Establishing a safe environment in which children can learn and develop.

We will therefore establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to by all members of staff. Children recognise that there are adults in our school who they can approach if they are worried about anything. We will include opportunities throughout the curriculum to develop children's understanding, awareness and resilience to allow children to develop the skills they need to stay safe from abuse (including online).

All staff and governors should consider how children may be taught about safeguarding (including online) through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through **relationships, sex and health education (RSHE).**

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## **Action to be taken by the school**

All staff and governors will be aware of any changes to current and most recent legislations and comply with government guidance.

All staff will follow the policies and child protection procedures set out by the Sheffield Safeguarding Children Board (SSCB) and available at [www.safeguardingsheffieldchildren.org.uk](http://www.safeguardingsheffieldchildren.org.uk) and will take account of the latest guidance issued by the Department for Education - currently Keeping Children Safe in Education September 2020 to:

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- Ensure that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils; and that they do so having regard to the contents of the statutory guidance *Keeping Children Safe in Education (2020)*. We will work together with other agencies to ensure adequate arrangements within our school to identify assess and support those children who are suffering harm.
- Ensure we have a Designated Safeguarding Lead (DSL); this is the headteacher Mrs Carole Stafford;
- Ensure we have Designated Safeguarding Deputies (DSD); these are the Deputy Headteacher Mrs Caroline Fairfax, the Inclusion Manager Mrs Ruth Kay, the Learning Mentor Mr Ben Coy, the EYFS Lead Mrs Emma Marcus and a Curriculum Specialist Mrs Vanessa Bradley;
- The Designated Safeguarding Lead and deputies have completed Advanced Safeguarding training which is updated annually;
- Ensure we have a nominated governor (Currently Haley Eyre) taking a lead role for child protection and safeguarding, including:
  - Championing child protection issues within the school and liaising with the headteacher;
  - Having an overview of the Child Protection Policy and all related policies;
  - Auditing safeguarding measures annually alongside the Designated Safeguarding Lead/headteacher and reporting back to the full governing body
  - Ensuring safeguarding is a standing item on all governing body meeting agendas.
- Ensure every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead and Deputies responsible for child protection and safeguarding and their role (*see Safeguarding front sheet available in staff induction pack, main entrance, school notice boards and school's website*)
- Ensure all staff and volunteers understand their responsibilities for being alert to the signs of abuse or neglect as well as lower level child welfare concerns and their responsibility for recording any and referring these concerns to the Designated Safeguarding Lead responsible for child protection and safeguarding by:
  - Providing new staff with a safeguarding and child protection induction including provision of the Child Protection Policy and Code of Conduct;
  - Providing all staff with a copy of the latest 'Keeping Children Safe in Education: information for all school staff', with signed evidence stating, 'It has been read and understood.'
  - Ensure all staff and volunteers across the school receive child protection training every three years. Please see the file in Main Office for dates and attendance at the most recent training.
- The school will notify the appropriate Children's Social Care team if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan;
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences;
- Ensure that any allegations against members of staff with a potential child protection aspect are dealt with following local procedures – all such concerns are to be dealt with as a matter of urgency, with concerns about staff members reported to the Headteacher. Any concerns relating to the Headteacher must be reported to the Chair of Governors in the first instance. For information about staff conduct please see the most recent Code of Conduct for All School Employees;
- Ensure that the school building and site are appropriately secure, with a clear record kept of any risk assessments under taken;
- Ensure that other school policies which have a safeguarding element (eg Health and Safety; Positive Behaviour Policy, Online Safety Policy) are all consistent with this policy and with each other and where appropriate make cross-reference to this policy;

- Ensure that parents receive information from the school about the responsibility placed on the school and staff for child protection by publishing the school's Safeguarding and Child Protection Policy on our website.

### **Procedures for Reporting**

All staff have a duty of care and responsibility for responding to concerns, allegations or disclosures. All staff are aware of procedures for reporting concerns and disclosures to designated safeguarding staff.

Staff:

- Will speak with children regarding concern for the well-being of a child or direct disclosure and will listen to them intently. Staff will not refer the child to another adult or ask them to come back at a different time. Children have chosen the time and adult for support; deferring this disclosure may result in the disclosure being neglected or retracted;
- Will not lead or question the discussion or disclosure in any way;
- Will record all information at the time or immediately afterwards the discussion of disclosure or witness of incident; it is important to keep any original notes and pass them on to one of the designated leads.
- Will immediately alert the DSL or one of the Deputy Safeguarding Deputies making it clear that there is a safeguarding concern;
- All information will be recorded on cpoms immediately after alerting the DSL or DSD and all other relevant members of staff will be alerted. The date, time, place and context of disclosure or concern are recorded with facts and not assumption or interpretation;
- Staff will not take photographs;
- Staff will note the non-verbal behaviour and the key words in the language used by the pupil and will not translate into "proper terms";

### **Safer Recruitment**

Reignhead Primary School ensures we operate Safer Recruitment procedures by making sure that at least one person on every recruitment panel has completed Safer Recruitment Training (see the Recruitment and Selection Policy). This person will normally be the Designated Safeguarding Lead.

### **Children Missing in Education**

Reignhead Primary School understands a child or young person is considered to be missing from education if they are of compulsory school age (5-16) and:

- Are not on a school roll;
- Are not being educated at home, privately or in alternative provision;
- Have been out of educational provision for a substantial period of time;

Staff also understand some circumstances can leave children and young people at more risk of not receiving education, including:

- Young people involved in crime;
- Living in a women's refuge or fleeing domestic abuse;
- Being part of a homeless family;
- Young runaways;
- Children and young people who are asylum seekers or whose family are refugees;
- Children and young people in new immigrant families, who may not have a fixed address;
- Teenage mothers;

- Children and young people who are permanently excluded from school.

**Not attending school will potentially increase a pupil's exposure to crime, substance misuse, pregnancy and mental health problems.**

Staff are aware that 'Children missing education: statutory guidance for local authorities', DfE September 2016, recommends that all schools (including academies and the independent sector) should ensure that they:

- Keep travellers on role at their 'base school' (The Education (Pupil Registration) (England) Regulations 2006)
- Follow agreed procedures for exclusions
- Maintain consistent communication with the Local Authority about pupil absence, exclusion and taking pupils off role
- Have safeguarding policies and processes that give due weight to children and young people missing from education and their potential vulnerability
- Are aware that advising students to stay at home without an official exclusion is unlawful and places the pupil at risk

### **Race Equality**

We want our children to be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. The school's response to any forms of racism is unequivocal. Adults must be informed immediately and action will take place including recording the incident on a racist incident recording sheet kept in the Headteacher's office.

Racism is tackled in both the RE and in the **RSHE** curriculum. The children take part in discussions designed to raise awareness and address prejudices. From time to time visitors also work with the children. All racist incidents are reported to the Governing Body on an annual basis.

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### **Prevent Duties**

Reignhead Primary School will ensure that staff, governors and volunteers adhere to the responsibilities set out in the Revised Prevent Duty Guidance 2015, which aims to prevent radicalisation of children. The headteacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism;
- Ensure staff understand the risks, and build capabilities to deal with issues arising;
- Communicate the importance of the Prevent Duty;
- Ensure staff implement the requirements of the Prevent Duty.

Reignhead Primary School will seek to work in partnership with other agencies e.g. local police, undertaking risk assessments where appropriate and proportionate, building our children's resilience to radicalisation. The school will also seek to access 'Channel Training' for children, where this is age appropriate.

### **Child Criminal Exploitation: county lines**

Reignhead Primary School understands that protecting children from the risk of criminal exploitation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Criminal exploitation of children is a geographically widespread form of harm

that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism may be considered.

As with managing other safeguarding risks, staff are alert to changes in children's behaviour which could indicate they may be in need of help or protection (see Keeping Children Safe in Education September 2020).

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### **Radicalisation**

Reignhead Primary School understands that protecting children from the risk of radicalisation is part of school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff will always use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

See Appendix 1 'Indicators of vulnerability to radicalisation'.

### **Female Genital Mutilation (FGM)**

Reignhead Primary School recognises and understands that there is a mandatory duty for all teachers to report to the police where they believe an act of FGM has been carried out, or is likely to be carried out, on a girl under 18 in the UK. Failure to do so may result in disciplinary action. All suspected or actual cases of FGM are safeguarding concerns, and appropriate safeguarding procedures must be followed. If members of staff are concerned about a pupil, they must report their concerns to the Designated Safeguarding Lead. More information on FGM can be found in Appendix 2.

### **Child Sexual Exploitation (CSE)**

Reignhead Primary Schools is aware of 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's immediate recognition, for example through being persuaded 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.

More information on CSE can be found in Appendix 3.

#### **Reignhead Primary School will ensure:**

- They identify, and make known to all staff & pupils, a designated lead for radicalisation, FGM & CSE who is fully trained and updated regularly. This is currently the headteacher, Mrs Carole Stafford;
- All staff are made aware of and understand radicalisation, FGM & CSE indicators and referral pathways;
- Pupils are taught about radicalisation, FGM & CSE and how to protect themselves and each other;
- Pupils are taught about healthy (including sexual) relationships, peer pressure, bullying, online safety, gang activity etc. and how these topics can relate to radicalisation, FGM & CSE;
- All pupils know who to go to for help and support, and how to report radicalisation, FGM & CSE concerns both within and out of school;
- Relevant staff work in partnership with other agencies;
- Procedures are in place to continually gather, record and share radicalisation, FGM & CSE information with the Sheffield Safeguarding Board and Sexual Exploitation Service as soon as practicable, including ongoing data on pupils running away or going missing;
- They consider effective ways of raising awareness of radicalisation, FGM & CSE with mothers/fathers/carers.

#### **Supporting Pupils at Risk**

Reignhead Primary School recognises that children 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. School may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may be challenging and defiant and there may even be moves to consider suspension or exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support pupils through:

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school Positive Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Vulnerable Meetings where interventions are planned which may include bespoke behaviour plans, learning support, nurture group or Theraplay activities;
- Liaison with other agencies supporting the pupil such as Social Care, Child and Adolescent Mental Health Service (CAMHS), education welfare service and educational psychology service, and where appropriate initiate and/or contribute to a FCAF and Team Around the Family (TAF) meetings;
- Ensuring that, where a pupil leaves the school, any child protection records are promptly transferred to the new school and the child's allocated social worker is informed.

This policy should be read in conjunction with other related policies in school.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse and/or mental health issues, children may also be vulnerable and in need of support or protection.

### **Procedures to follow if a member of staff is concerned about the welfare of safety of child**

If someone is worried about a pupil/student at this setting, the concern:

- Must be passed on verbally to the DSL/D (in person or by phone) straight away
- Will then be recorded on cpoms under the label 'Alert DSL'.
- The DSL/D will quickly collect information about the pupil/student by:
  - Reviewing their safeguarding file/cpoms information at the setting
  - Contacting involved practitioners to discuss.
- These checks should not delay referral of a pupil/student who is suffering or likely to suffer significant harm.

If the child & family need support from one agency other than the education setting:

- Complete an Early Help Assessment (EHA) form part 1 & send securely to MAST to discuss at a Gateway Meeting to coordinate support

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of EHA. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

If the child & family have complex needs or if the support above has not given a positive outcome:

- Complete a Family Common Assessment (FCAF) with the parents, carers & any practitioners who are already involved
- Obtain consent to share this information with all services that may be required (using an interpreter if the family do not speak or understand English well)
- Send the FCAF securely to MAST to discuss at the Multi-Agency Complex Case Panel (MACCP)
- You will be given a 'slot' at the MACCP to discuss the assessment and what services are available to offer support

To refer a child or young person that is 'suffering or likely to suffer significant harm':

- Refer immediately to the social worker (or their manager) if one is allocated to the child
- If there is no allocated social worker, refer immediately to Sheffield Safeguarding Hub, tel. 2734855
- Consent to refer is not required for concerns that are about significant harm
- The Sheffield Safeguarding Hub will collect information from involved agencies and decide what further action is required
- The Hub does take calls 'for information only' which need to be recorded on the school system.
- You must follow up your referral in writing on a Multi-Agency Confirmation Form (MACF) within 24 hours.
- Children's Social Care must acknowledge receipt of your written referral within 72 hours and feedback on the outcome.

## **Procedures to follow if an allegation is made against a member of staff**

- Allegations must be reported immediately to the DSL/headteacher
- If the allegation is against the headteacher it must be reported immediately to the Chair of Governors
- Allegations must not be discussed with anyone else in the school or elsewhere, unless required to do so as part of an investigation or given permission to be so by the headteacher
- Must be investigated under the procedures called “Allegations of abuse against staff and volunteers” which are available at [https://www.safeguardingsheffieldchildren.org/assets/1/allegations\\_of\\_abuse\\_against\\_staff\\_volunteers\\_in\\_education\\_settings\\_sept\\_20a.pdf](https://www.safeguardingsheffieldchildren.org/assets/1/allegations_of_abuse_against_staff_volunteers_in_education_settings_sept_20a.pdf) or on the school website.

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## **Photographing and videoing**

All parents are asked to sign a form when their children start school indicating their level of permission to use photographs or pieces of film for publicity and/or on the school website. Whenever photographs are taken of children at the school, we will ensure that no images of children are allowed outside of the permission parameters provided by parents.

Parents may photograph their own children at school events such as the Christmas performances with the headteacher’s permission. Strict guidelines for staff are available via the school’s Staff ICT Acceptable Use Policy.

## **Whistleblowing**

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school has a current Whistleblowing Policy. The policy is located in the school office and on the school’s server.

Further information about Safeguarding may be found on Sheffield’s Safeguarding Childrens’ website: [www.safeguardingsheffield.org.uk](http://www.safeguardingsheffield.org.uk)

## **Written records of child welfare and child protection concerns about children**

Reignhead Primary school will:

- Keep clear written records of all child welfare and child protection concerns on cpoms (including where appropriate a body map where injuries are noted). Records include actions taken and outcomes as appropriate;
- Ensure all child welfare and child protection records are kept securely, and in locked locations in the headteacher’s office.
- Ensure that all child welfare and child protection records relating to a child who moves to another school or college are passed on to the new school securely, promptly and separate from the main pupil file. School keeps on file a written record stating that the files have been received by the new school.
- Ensure early intervention information is securely archived until 25 years after last action

- Ensure that Child Protection information is securely archived until the person reaches 85 years

**Confidentiality**

- Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- Staff should not promise to keep secret information given to them by a child, but should explain that they will pass the information on to those who need to know and can help.
- Information should only be shared with those who need to know and child protection records should be kept securely locked.

**Reignhead Primary School Safeguarding Team**

<b>Designated Safeguarding Lead (DSL) Headteacher</b>	<b>Carole Stafford</b>	<b>0114 2475767</b>
<b>Designated Safeguarding Deputy (DSD)</b>	<b>Caroline Fairfax Ruth Kay Ben Coy Emma Marcus Vanessa Bradley</b>	<b>0114 2475767</b>
<b>Safeguarding Governor</b>	<b>Haley Eyre</b>	<b>0114 2475767</b>
<b>Inclusion Manager</b>	<b>Ruth Kay</b>	<b>0114 2475767</b>
<b>EYFS Lead</b>	<b>Emma Marcus</b>	<b>0114 2475767</b>

## **Sheffield City Safeguarding Partnership (SCSP)**

<https://www.safeguardingsheffieldchildren.org/sscb/contact-us/the-scsp-and-the-quality-assurance>

Sheffield Children Safeguarding Partnership and the Quality Assurance & Involvement Service,  
Floor 3, Howden House, Union Street, S1 2SH.

### **Sheffield Children Safeguarding Partnership (SCSP):**

Sheffield Children Safeguarding Partnership (SCSP) is the statutory body responsible for overseeing safeguarding children arrangements in the city.

Our office hours are: 8.45am to 5.15pm Monday - Thursday and 8.45am to 4.45pm Friday, tel: 0114 273 4450 email: [sscb@sheffield.gov.uk](mailto:sscb@sheffield.gov.uk)

The areas of responsibility of the SCSP include:

- **Substance Misuse Manager:** [Mandy.Craig@sheffield.gov.uk](mailto:Mandy.Craig@sheffield.gov.uk) or tel.: 0114 205 8214
- **Licensing Manager:** [Julie.Hague@sheffield.gov.uk](mailto:Julie.Hague@sheffield.gov.uk) or tel.: 0114 273 6753
- **Child Death Overview Panel (CDOP):** Diane Shahlavi, tel.: 0114 205 3846 or email: [cdop@sheffield.gov.uk](mailto:cdop@sheffield.gov.uk)

### **Quality Assurance and Involvement Service:**

The Quality Assurance and Involvement Service is responsible for the reviews of children in care and those subject to child protection plans. It also employs the Early Years and Education Advisors and is responsible for safeguarding children training.

Our office hours are: 8.45am to 5.15pm Monday - Thursday and 8.45am to 4.45pm Friday, tel.: 0114 273 4934, email: [child.protection@sheffield.gov.uk](mailto:child.protection@sheffield.gov.uk)

The areas of responsibility of the service include:

- **Local Authority Designated Officer (LADO) and Prevent, tel.: 0114 273 4850**  
  
To make a referral, download the [LADO referral form](#), complete & email securely to [lado@sheffield.gcsx.gov.uk](mailto:lado@sheffield.gcsx.gov.uk)
- **Safeguarding Children Training, tel.: 0114 273 4530; email: [safeguardingchildretraining@sheffield.gov.uk](mailto:safeguardingchildretraining@sheffield.gov.uk)**
- **Safeguarding Children Advisors, Education:**  
  
Bea Kay, tel.: 0114 273 5655; email: [bea.kay@sheffield.gov.uk](mailto:bea.kay@sheffield.gov.uk)  
  
Flora Bandele, tel.: 0114 205 3714 email: [flora.bandele@sheffield.gov.uk](mailto:flora.bandele@sheffield.gov.uk)
- **Safeguarding Children Advisor, Early Years:**  
  
Val Linnett, tel.: 0114 273 5484 or email: [val.linnett@sheffield.gov.uk](mailto:val.linnett@sheffield.gov.uk)
- **Child Protection Coordinators, tel.: 0114 273 5129 or 0114 273 4934** \* If you have a disagreement about whether a conference should be held about a child, the SSCB [Effective Challenge and Escalation](#) procedure should be followed.

### **Other Services**

Children and Families Services: Prevention and Assessment Teams:	<b>North PAT:</b> Social Care: 0114 203 9591 MAST: 0114 233 1189 <b>East PAT:</b> Social Care: 0114 203 7463 MAST: 0114 205 3635 <b>West PAT:</b> Social Care: 0114 273 4491 MAST: 0114 250 6865 <b>Social Care Out of Hours Service</b> 0114 273 4855 0114 203 7776 <b>Social Care Public referrals / enquiries</b> 0114 273 4855
Adult Social Care Services	0114 273 4908
South Yorkshire Police - Switchboard	0114 220 2020
Sheffield Children's Hospital	Tel: 0114 271 7000
Jessop's Hospital & Royal Hallamshire Hospital	Tel: 0114 271 1900
Northern General Hospital	Tel: 0114 243 4343
Child Assessment Unit	Tel: 0114 226 7803 Fax: 0114 226 7865
Probation - Main switchboard	Tel: 0114 272 6477
UK Human Trafficking Centre (UKHTC):	Tel: 0844 778 2406; Fax: 08704965534 Email: <a href="mailto:UKHTC@nca.x.gsi.gov.uk">UKHTC@nca.x.gsi.gov.uk</a>
Children Missing from Education Team Inclusion and Learning Services	Tel: 0114 2736462 Fax: 0114 2735470 Email: <a href="mailto:ed-missingchildren@sheffield.gov.uk">ed-missingchildren@sheffield.gov.uk</a>
Parentline	Tel. 0800 800 2222
Families, Adopters & Carers Team (FACT)	Tel 2734998, Mon–Fri, 1.00–4.00pm

## Appendix 1

### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

4. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
5. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
6. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
7. More critical risk factors could include:
  - Being in contact with extremist recruiters accessing violent extremist websites, especially those with a social networking element; possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and significant changes to appearance and / or behaviour;

- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## Appendix 2

### Female Genital Mutilation (FGM)

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

#### What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

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

#### Is FGM legal?

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

#### Circumstances and occurrences that may point to FGM happening are:

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

#### Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about

- Secretive behaviour, including isolating themselves from the group Reluctance to take part in physical activity

### Appendix 3

#### Child Sexual Exploitation

##### 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
- 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 & 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 misusing substances)

##### Warning signs:

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

- Going missing from home or care
- Absent from school
- 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 & gifts from unknown sources

##### Risk assessment and consent:

"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 under the age of 18 years and not just those in a specific age group.”**