

SAFEGUARDING and CHILD PROTECTION POLICY

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PART ONE: OVERVIEW, ROLES AND RESPONSIBILITIES

Essential Safeguarding Contacts

The Head of Centre who has the ultimate responsibility for safeguarding is Noreen Khan. In their absence, the Deputy Designated Safeguarding Lead (DDSL) Paul Dearden has ultimate responsibility		
KEY SCHOOL STAFF & ROLES		
Name	Role	Location /Contact Number
Manchester Secondary PRU The Headteacher has the ultimate responsibility for safeguarding. In their absence, the Designated Safeguarding Leads (DSLs) are:		
Tricia Egan	Pastoral Manager: DSL	Mersey Valley Campus 0161 696 7965 07980 927 094
Katy Harkavy	Deputy Pastoral Manager: Deputy DSL	Cornbrook Centre 0161 674 9673 07960 087 315

ADVISORY PANEL	Contact Phone Number/Email
Chair: Dr J. Karim	d.mythen@mspru.manchester.sch.uk
Safeguarding & Prevent: Katrina Garg	kattyg39@hotmail.com
E-Safety: Deberah Davies	ddavies_dramatherapist@outlook.com
Community Representative: Vacant	
Staff: Paul Dearden	dearden79.pd@googlemail.com
Staff: Noreen Khan	noreen@includedlearning.co.uk

<p>Our procedure if there is a concern about a child's welfare or safeguarding is:-</p> <ul style="list-style-type: none"> ● See MSPRU flow chart - page ● Multi-Agency Safeguarding Hub (MASH) Helpline: 0161 219 2895, ● Early Help Hubs: North 0161 234 1973, Central 0161 234 1975, South 0161 234 1977 ● National Society for the Prevention of Cruelty to Children (NSPCC): 0800 800 5000 ● Local Authority (LA) Safeguarding in Education Team: 0161 245 7171 ● Child Line: 0800 1111

<p>Our procedure if there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult is;</p> <ul style="list-style-type: none"> ● To follow safeguarding procedures ● Refer to point 35 – 40 Section 1 KCSIE (Sept 2019)
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This policy will be reviewed annually unless an incident or new legislation or guidance suggests.

Introduction, Scope, Definitions

At IncludEd safeguarding permeates all aspects of school life and is everyone's responsibility. We recognise that schools and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The purpose of this document is to ensure that all staff are aware of the arrangements that IncludEd has in place for safeguarding and promoting the welfare of pupils. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to all aspects of safeguarding and child protection processes. The policy and related procedures will be central to staff training and induction.

This document aims to do more than demonstrate compliance. It can be used alongside other documentation and procedures and aims to assist in the development of awareness and greater understanding of safeguarding and child protection throughout IncludEd. It is, therefore, something that can and should be read and re-visited as and when the need arises.

We aim to provide a positive, stimulating, caring and safe environment which promotes the social, physical, emotional and moral development of each child. Therefore, we will strive to ensure that all pupils remain safe and free from harm and are committed to playing a full and active part in multi agency safeguarding processes and responses. This policy and procedure will be reviewed as and when required and at least annually. Should any deficiencies or weaknesses in safeguarding and child protection arrangements become apparent, these will be remedied without delay.

This policy and procedure reflects core statutory guidance:

[Working Together to Safeguard Children 2018](#)

[Keeping Children Safe in Education 2019](#) which lays-out what schools must and should do.

IncludEd's policy and procedures will apply at all times when it is providing services or activities directly under the management of the school staff.

This policy applies to everyone who works at IncludEd, including pupils and volunteers.

Our Commitment to Best Safeguarding Practice

Definitions

The Children Acts 1989 and 2004, state that a child is anyone who has not reached their 18th birthday. Alongside our pupils, our commitment to safeguarding and promoting welfare extends to all children who visit our school.

Safeguarding & Promoting Welfare

'Working Together to Safeguard Children' (2019) defines safeguarding and promoting welfare as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

'Safeguarding and promoting children's welfare includes but is about much more than 'child protection'. For example, it encompasses issues such as bullying (including cyberbullying), health and safety, (about which there are specific statutory requirements), arrangements for meeting medical needs, firstaid, school security, attendance, admissions, exclusions, children missing education, sex and relationships education, PSHE (including teaching safeguarding), staff conduct, managing allegations, whistle-blowing, equality and diversity, managing racist incidents, harassment & discrimination, school security, ICT /online safety, safer recruitment and selection. Child Protection is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering significant harm.

At IncludEd we do more than just what is required. Outstanding safeguarding is underpinned by some key characteristics and these are reflected in our approach.

A Safeguarding Ethos & Culture

- Safeguarding is everyone's responsibility. Senior staff and the Advisory Panel ensure that safeguarding is a priority for everyone;
- We adopt a whole-school approach and maintain an attitude of 'it could happen here' where safeguarding is concerned.
- We are clear about our role and those of other agencies and do everything possible to establish effective working relationships with parents and colleagues from other agencies;
- Policies and procedures are compliant and kept up-to-date. Designated Safeguarding Leads and Advisory Panel ensure that these are embedded, reviewed and updated regularly;
- Everyone is clear about safeguarding and child protection arrangements and procedures so that pupils and families, as well as adults in school, know who they can talk to and what to do if they are worried;

- A comprehensive pastoral system helps us to identify vulnerability, risk and need and enables us to provide-and/or work with other agencies to provide early help and support.

- We have high expectations of everyone in respect of courteous and responsible behaviour;
- We are clear that parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.

A Child-Centred Approach

- This is a place where our pupils can approach any adult at anytime if they are worried or in difficulty. Our safeguarding practice is oriented around the wishes, feelings and best interests of children. We consult with our pupils so that their wishes and feelings are known and taken into account. We always strive to give them a 'voice'.
- We are proactive and take positive steps to inform our pupils of their rights to safety and protection and the options available to express any fears or concerns. We will listen to what they say, take them seriously and work collaboratively in order to meet their needs.

Building Resilience

- We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse;
- We will maximise opportunities to teach safeguarding, including through work with parents and carers. We include in the curriculum activities and opportunities for PSHE which equip our pupils with the skills they need to stay safe - including online, how to communicate any worries, fears or concerns and how to take responsibility for their own and others' safety. We sometimes use external speakers / organisations to help us do this.
- IncludEd has a whole school priority around health and wellbeing and has invested in initiatives such as mental health first aiders.

A Safe Environment

- We implement robust recruitment procedures in respect of all staff, volunteers and visitors to our school, in-line with relevant legislation and guidance and, where necessary, beyond it;
- We take online safety seriously and do all that is reasonable to limit children's exposure to risk by putting safety mechanisms in place, monitoring usage and educating pupils and staff about safe and acceptable use;
- Everyone is clear about expected codes of conduct and what to do in the event that they are worried about an adult or child's behaviour;
- Everyone, including pupils and parents, are clear about and understands their responsibilities in respect of site security;

- We promote safety by undertaking, reviewing and updating various risk assessments, and consult and liaise with the Manchester Secondary PRU and pupils as part of these processes;
- We consider broader, health and safety issues and day-to-day arrangements are clear and understood by everyone;
- We ensure that staff have access to the training, skills, knowledge and support they need;
- A high priority is given to safeguarding training and we ensure that everyone is up-to-date, in-line with statutory guidance. It is also integral to induction for new starters and volunteers.

Confidentiality, Record Keeping & Information Sharing

- Clearlines of accountability, communication and robust record-keeping systems enable us to build 'pictures' and, where necessary, share appropriate information with those who need it;
- We manage sensitive information appropriately and ensure that our practice complies with legislation, local protocols and national guidance.

Safeguarding Governance

The school has a nominated governor for safeguarding named on the front of this document. The Advisory Panel will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually.

The Advisory Panel, Headteacher and Leadership Team will ensure that the DSL(s) are properly supported in this role at all times and at resource level.

The Advisory Panel is responsible for:

- reviewing child protection arrangements and the efficiency with which resulting duties have been discharged
- ensuring that any deficiencies or weaknesses are remedied without delay
- approving amendments in the light of changing regulations or recommended best practice.

The DSL routinely meets with the Advisory Panel to scrutinise jointly the Single Central Register and discuss current safeguarding issues.

Designated Safeguarding Leads (DSL)

The school has appointed a member of the leadership team; **Noreen Khan - Head of Centre**, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will

Policies & Procedures

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be approved by and meet the standards as required by the Manchester Safeguarding Children Board. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (regular emails/meetings from Manchester Secondary PRU safeguarding Team, The Key,

Online Safety Blogs) at regular intervals, at least annually, to keep up with any developments relevant to their role.

The school has appointed additional staff to deputise for the DSL; **Paul Dearden - Deputy Head of Centre**. The Deputy DSL has attended appropriate training which enables them to fulfil this role. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children
 - ◆ **In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher.**
- Liaise with other agencies and professionals in line with Working together to safeguard children
- Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Children's Services as necessary
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Liaise with other agencies and professionals in line with WTSC 2018
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019).

The DSL and Deputy DSL are trained regarding the risks of radicalisation and the identification of pupils at risk of radicalisation, and are trained to provide advice and support to other staff.

PART TWO: SAFER SCHOOLS & THE BROADER SAFEGUARDING AGENDA

Safer Recruitment and Selection

In line with Keeping Children Safe in Education (2019), we do everything possible to prevent people who pose a risk of harm from working with children in our school.

All current holders of roles involving responsibility for or substantial access to under 18s, and all new appointees to such roles, will have appropriate suitability checks, for example with the Disclosure and Barring Service (in England and Wales) or Protecting Vulnerable Groups Scheme (in Scotland) or Access NI (in Northern Ireland), or Police 'Certificate of good conduct' (outside the UK).

In addition:

- At least 2 references will be asked for and all references are followed up;
- All gaps in CVs must be explained satisfactorily;
- Proof of identity and, where applicable, qualifications is required;
- Reference requests will ask specifically whether there is any reason that they should not be engaged in situations where they have responsibility for, or substantial access to, persons under 18;
- appropriate suitability checks are required prior to confirmation of appointment; and a declaration of convictions is required.

We do this by:

- Training in safer recruitment practices;
- Ensuring that our policies are clear about the expectations we place on staff,
- Ensuring that our site is as secure as possible;
- Checking the identity of visitors to school and implementing robust sign-in and supervision arrangements;
- Details of risk assessments in respect of volunteers will be recorded;
- Maintaining a record of checks conducted on our Single Central Record

Training and Induction

All staff and volunteers are trained appropriately in safeguarding, including on inter-agency working, and receive, regular updates at least annually, in accordance with procedures laid

All new members of staff receive appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying, as well as the procedures for recording and referring concerns to the DSL. They are also briefed on

the main points of the safeguarding procedures adopted by MSCB. Safeguarding and child protection training is also given to new Advisory Panel.

Training is an important part of the induction process. Training also makes staff aware of the forms and signs of child abuse, and promotes greater awareness of particular safeguarding concerns, including political/ religious extremism, so-called honour-based

violence, female genital mutilation, peer-on-peer abuse, child sexual exploitation, cyber-bullying, youth produced sexual imagery and mental health. It is the responsibility of the DSL and Deputy DSL to ensure that training is in accordance with latest advice provided by MSCB and other relevant agencies. All staff receive child protection updates at least annually.

The following information is available and explained as part of the induction process.

- Part 1 Keeping Children Safe in Education 2019;
- the Safeguarding and Child Protection Policy;
- the Positive Behaviour, Rewards and Discipline Policy;
- the Staff Code of Conduct
- the Acceptable Use Policy
- the safeguarding response to children who go missing from education;
- the identities and roles of Designated Safeguarding Leads

Training of the Designated Safeguarding Lead and Deputy DSL

The DSL and Deputy DSL are both fully trained for the demands of their roles, including training in inter-agency working and the conduct of local authority child protection conferences, which meets the requirements of KCSIE. They undergo refresher training every two years and they both have a job description which includes references to their safeguarding roles and other related activities. They also keep up-to-date with safeguarding developments regularly, and at least annually, and this includes regularly attending appropriate courses to ensure that they remain conversant with best practice.

Conduct, Behaviour Safer Working Practices (inc. the use of reasonable force)

Everyone at IncludEd is clear about expected codes of conduct and we set the highest possible standards in this respect, both in and outside school. All staff and volunteers must uphold public trust in our school and, where applicable, the teaching profession. We encourage others to do the same and will challenge and respond appropriately and immediately where this is not the case.

Physical Contact

We are clear that a 'no contact' policy in school is unworkable as it would mean that we would be unable to fully support pupils. Therefore, staff must exercise their professional judgement and everyone will adopt and implement a sensible, proportionate approach oriented around the following principles:

- Physical contact will occur where it is needed to meet the needs of a child or children;
- We will encourage children to do things for themselves wherever possible;
- We will behave professionally, consistently and transparently at all times.

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct. Staff should be aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedures. Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's online safety and Acceptable Use policies.

Reasonable Force

[Guidance for schools on the use of reasonable force](#)

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. As a broad rule of thumb, the use of reasonable force should always be:

- A last resort i.e. staff should use appropriate de-escalation strategies before resorting to it;
- Any force used must be the minimum necessary;
- It should be used for the shortest time possible;
- The staff members response should be proportionate (to any risk involved);
- Any and all incidents must be recorded and reported [in line with the IncludEd's behaviour policy].

Photographing Children

We understand that parents like to take photos of or video record their children in the IncludEd play, or at sports day, or IncludEd presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's

successes.

We will not allow others to photograph or film pupils during an IncludEd activity without the parent's permission.

We will not allow images of pupils to be used on IncludEd websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

IncludEd cannot however be held accountable for photographs or video footage taken by parents or members of the public at IncludEd functions.

Visitors

All visitors sign in and out of the VISITORS BOOK and are provided with key safeguarding information including the contact details of safeguarding personnel at IncludEd. Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival. If the visit is unscheduled and the visitor is unknown, we will contact the relevant organisation to verify the individual's identity, if necessary.

Concerns About Safeguarding Practice & Whistleblowing

Anyone should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistle-blowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place. These provide clear direction and enable any concerns to be raised appropriately. (IncludEd's employees - Whistleblowing Policy Staff Shared Drive).

Where someone feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they can contact the Manchester Secondary PRU Safeguarding Team on: **0161 696 7965 / 0161 674 9673**

Managing Allegations Against Staff and Volunteers

We adhere to DfE guidance 'KCSIE, Section 4', when dealing with allegations made against staff and volunteers. All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

Allegations which meet the threshold will be referred to Manchester Secondary PRU and the LA's Designated Officer who will oversee the management of the allegation and its investigation. We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower. (IncludEd's employees - Whistleblowing Policy Staff Shared Drive).

Managing Allegations Against the Head

Allegations against the head should be reported to the Advisory Panel Safeguarding Lead (Katrina Garg) or the Head of the Secondary Pupil Referral Unit) who will immediately contact the Local Authority Designated Officer (LADO):

Local Authority Designated Officer (LADO)

Email: quality.assurance@manchester.gov.uk

or call: 0161 234 1214

<https://www.manchestersafeguardingpartnership.co.uk/resource/lado/>

LADO Postal address: Manchester Safeguarding & Improvement Unit, Ground Floor R&D Block, Wenlock Way Offices, Wenlock Way, West Gorton, Manchester M12 5DH

Online Safety

IncludEd protects its pupils when accessing the internet via the IncludEd's network through the use of a firewall and content filtering and monitoring software. This system aims to reduce the risk of children: being exposed to illegal, inappropriate and harmful material online engaging in harmful online interaction with others engaging in inappropriate or illegal online behaviour The IncludEd has adopted a whole-school approach to online safety which:

- captures the range and complexity of the risks and of children's experiences of those risks;
- seeks to mitigate those risks as far as possible without depriving children of the significant benefits provided by technology and the internet, and
- handles all cases of online harm appropriately with sensitivity

Please refer to the IncludEd's [E-Safety Policy](#) Policy and the Acceptable Use Policy. Guidance for staff on social media and online activity is found in the Code of Conduct for Staff (all available on the staff shared drive).

Staff are provided with training and guidance to enable them to identify Pupils who may be at risk of harm as a result of their or others' use of technology or the internet. Staff will intervene, where necessary, in such cases appropriately and with

sensitivity, and escalate action, where appropriate, in accordance with the IncludEd's child protection procedures.

Pupils are taught about E-safety in PSHE lessons and in IT and Computing. Teaching staff are equipped with the knowledge to safeguard pupils by attending online safety training.

Attendance & Children Missing Education (CME)

We view poor attendance as a safeguarding issue and in accordance with our Attendance/MSPRU Attendance Policies, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.

We implement the statutory requirements and MCC policy and procedures in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

Please see **Manchester Secondary PRU School Attendance Policy** for a more detailed guidance.

<http://www.mspru.manchester.sch.uk/policies/attendance/>

Exclusions

All exclusions' and/or placement withdrawals will be in agreement with the Manchester Secondary PRU. The DSL or a member of the safeguarding team will be involved when a fixed term exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person's placement is at risk, a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved. All exclusions or placement withdrawals will follow the guidelines as below:

Please see **Manchester Secondary PRU Behaviour and Communication Policy** for a more detailed guidance.

<http://www.mspru.manchester.sch.uk/policies/behaviour/>

DfE Guidance

All decisions about FTEs, must by law, be made in reference to the statutory DfE Exclusion Guidance (known as *Improving Behaviour and Attendance: Guidance on Exclusion from*

Schools and Pupil Referral Units), which was published in 2008, and has been updated with slight changes and published on the DfE website, at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Vulnerable Groups

We ensure all key staff work together to safeguard vulnerable children.

Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;

- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- is an international new arrival, refugee or asylum seeker
- is looked after, previously looked after or under a special guardianship order.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

Looked After Children

IncludEd ensures that staff have the skills, knowledge and understanding necessary to keep pupils safe at IncludEd who are looked after by a local authority. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers, and information available to the DSP.

Where it is suspected that a pupil might be missing education because they are suffering from maltreatment, including abuse, IncludEd will follow the procedures set down in this Safeguarding and Child Protection Policy.

Children with SEN & Disabilities

The well-being of all pupils at IncludEd is supported and our pastoral system ensures that we build relationships and monitor pupil wellbeing on a regular basis. We are also mindful that children with special educational needs (SEN), disabilities and/or

medical conditions can face additional safeguarding challenges, not least because additional barriers can exist when recognising abuse and neglect:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further, appropriate exploration;
- There can be a reluctance to even consider the possibility that someone would abuse a disabled child;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Research indicates that disabled children are especially vulnerable to all forms of abuse and neglect, including fabricated or induced illness. The reasons for this are multiple and can include increased dependency, communication difficulties and

isolation. Moreover, a number of serious case reviews have highlighted the dangers inherent in an overriding emphasis on adult/parental support where disabled children are concerned.

Disabled children might also suffer abuse other than via overt physical or sexual assaults. This means that staff need to think carefully and holistically about the needs of individual children in respect of things like privacy, dignity and respect, food, mobility, online activity, promoting positive behaviour, medication, finances, supervision, restraint, intimate care and the use of aids and adaptations.

Spontaneous disclosures are rare from disabled children, especially those who use alternative or augmentative communication systems and abuse is more likely to be identified via physical signs, behavioural responses and /or emotional presentation / changes.

National guidance makes it clear that for some children it is not yet possible to proscribe techniques for communicating about possible abusive experiences in ways which are reliable and evidently safe.

It is imperative, therefore, that staff are sensitive to what might be very subtle indicators of abuse and neglect, especially where children have multiple disabilities. In practice, three essential questions always need to be considered: •

- What is expected of this child? - developmentally, behaviourally etc;
- Do I/we understand how any condition, disability, impairment or other factors e.g. culture impacts?
- How well do we understand this child and give them a 'voice'.

Where pupils with SEN and / or disabilities are concerned, we are especially mindful of the need for a proactive, cautious and measured approach where promoting positive behaviour and, in extremis, the use of reasonable force are concerned.

PART THREE: WHAT TO DO IF YOU ARE WORRIED ABOUT A CHILD

Introduction

National guidance on [What to do if you're worried a child is being abused 2015](#)

Types of abuse [NSPCC Types of abuse](#)

All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

It is always safer to discuss any welfare, safeguarding or child protection matter with the DSL or DDSL in school, regardless of how minor it may appear at face value. You are not bothering anyone, wasting their time or being a nuisance; you are safeguarding children! If you have any concerns about a pupil's welfare or safety you should act immediately and discuss them with the school's DSLs. Options to consider at this stage will be as follows:

- Ongoing monitoring and managing any support for the child internally, via the IncludEd/Manchester Secondary PRU own pastoral support processes;
- An early help assessment; or
- A referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

Early Help

Policies & Procedures

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No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Schools are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. Our pastoral system enables us to identify pupils who may benefit from early help - this means providing support as soon as a problem emerges.

Through sharing concerns verbally, through Manchester Secondary PRU, in staff meetings and pupil progress meetings we are able to use all available information about a pupil to pick up on any cases where early help may be needed.

Recording and Reporting Concerns

Anyone who has concerns over a pupil's safety or welfare, including suspicions of child abuse, must maintain a prompt, clear and accurate record. Concerns should be noted using an 'MSPRU Safeguarding Concern Form' (available from staff shared drive) as soon as is reasonably practical, after they have arisen, including details of particular incidents and conversations. This record should also include:

- the date and time of any observation or disclosure
- a detailed factual account of any incident, including verbatim comments
- details of the child's appearance, behaviour, emotional state and actions

A written record must be made of all concerns, decisions based on those concerns and the reasons for those decisions. Records of concern should be passed as soon as possible to the DSL, and will be kept confidentially by the DSL and Manchester Secondary PRU and reviewed regularly so that any recurring patterns of concern can be spotted and appropriate action taken. All child protection records are kept securely in the DSL's office and are separated from routine pupil records. Access is restricted to the DSL, Deputy DSL, Manchester Secondary PRU and Lead Governor.

Where pupils move to new schools their child protection files will be transferred securely via the Manchester Secondary PRU and a confirmation of receipt requested. The handling and destruction of such files will be in accordance with the Information Commissioner's guidance.

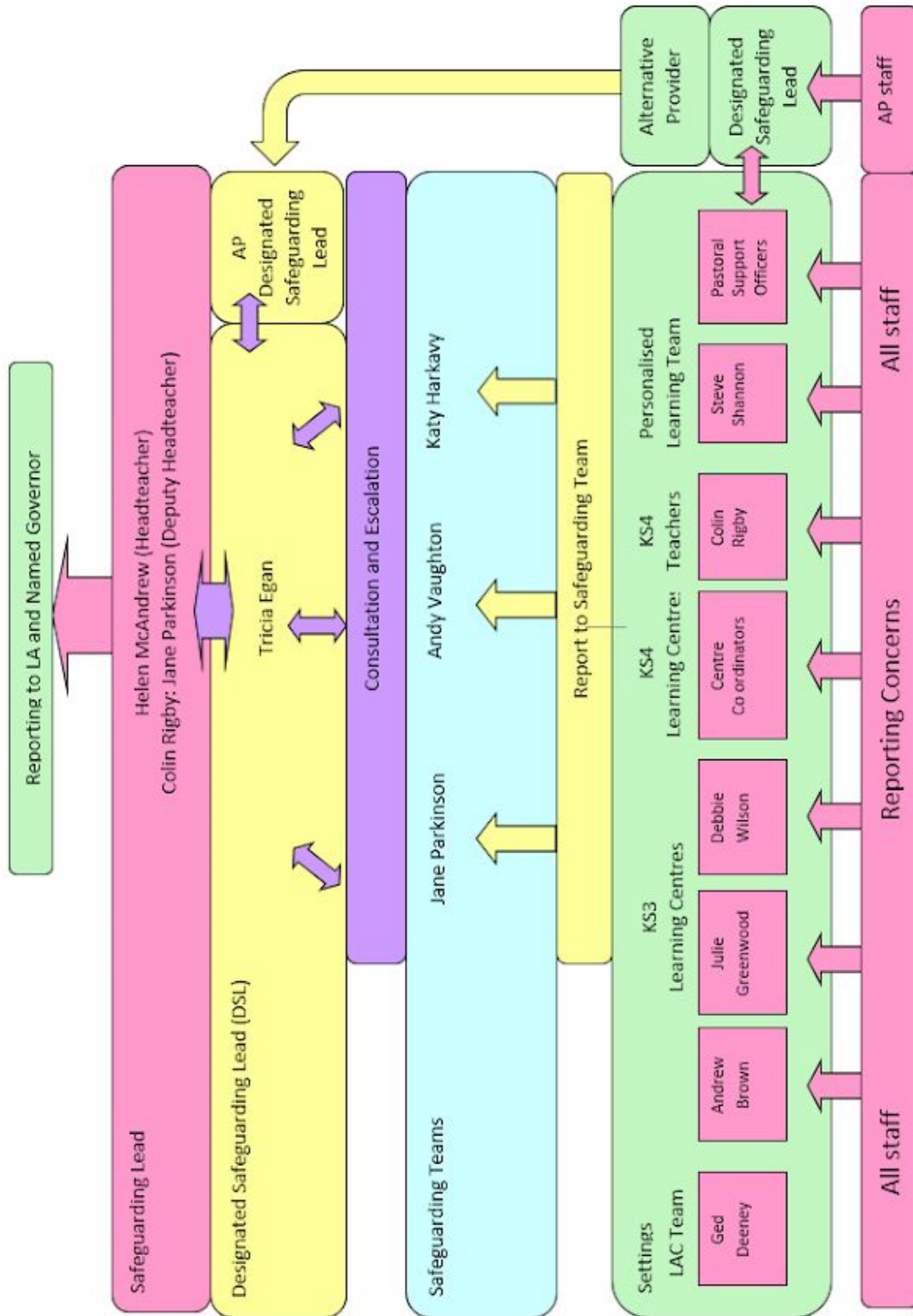
All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child, and all such concerns must be taken seriously (KCSIE Part 1 in Appendix A) using the MSPRU Safeguarding Concern Form.

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All adults must familiarise themselves with the MSPRU Safeguarding Procedure Flowchart.

Manchester Secondary PRU Safeguarding Arrangements



Confidentiality

Everyone in school must be aware of the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy), Manchester Secondary PRU safeguarding team and, where necessary, Children's Services.

- Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about pupils outside of their professional role
- Information about pupils will only be shared with other members of staff on a need to know basis.
- All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.
- We have arrangements in place that set out clearly the process and principles for sharing information within school and with Manchester Secondary PRU, other organisations, agencies and practitioners as required. This includes an agreed rationale for when and what to share/when and what not to share and systems for recording the reasons for these decisions.
- We comply with the Data Protection Act 2019 and GDPR in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure.

Keeping Records

We keep and maintain up to date information on pupils on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.

- We/MSPRU keep copies/records of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- We/MSPRU keep secure the safeguarding records.
- Manchester Secondary PRU will send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with their Transfer of Records Policy.

How to deal with a disclosure by a child

If staff suspect or hear a disclosure, allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully
- avoid asking leading questions
- reassure the child that the disclosure, allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child), and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

Any person who receives a disclosure from a child which raises concerns over the safety and welfare of a child must listen and record their statement, in writing, as accurately as possible. Any questioning must be limited to the minimum necessary for purposes of clarification.

Under no circumstances should the person receiving the disclosure attempt to investigate his or her concerns. Staff are aware that other agencies are responsible for undertaking child protection investigations. Consequently, they understand that inappropriate investigation by others, no matter how well-meaning, could undermine the work of these other agencies.

Absolute guarantees of confidentiality must not be given to the child. Instead, the child should be told that the matter will be referred to an appropriate person in a position of responsibility who will be able to help. However, IncludEd will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. IncludEd manages this by creating opportunities for the child to talk to appropriate members of the pastoral team or the school nurse. IncludEd operates its processes with the best interests of the pupil at their heart.

Informing Parents/Carers

Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details, including at least 2 emergency contacts.

In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).

We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care or any other agency **unless it is believed that**

doing so would put the child at risk, e.g. in cases of suspected sexual abuse. We will record the reasons, if consent is not gained.

Multi-Agency Working

We will develop effective links with Social Workers and other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

We will notify Children's Social Care if:

- there is an unexplained absence of a child who is subject to a child protection plan
- it has been agreed as part of any child protection plan or core group plan.

Information Sharing

Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about pupils outside of their professional role. Information about pupils will only be shared with other members of staff on a need to know basis. All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

We have arrangements in place that set out clearly the process and principles for sharing information within school and with the safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for when and what to share/when and what not to share and systems for recording the reasons for these decisions. (Information Sharing Policy staff shared drive).

We comply with the Data Protection Act 2019 and GDPR in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure.

Child Protection, Child in Need Meetings and Conferences

An initial child protection (CP) conference will be held if it is considered that the child is suffering or at risk of significant harm. We or a member of the Manchester Secondary PRU pastoral team will attend and contribute to initial and review CP conferences, Child in Need (CiN) meetings and relevant multi-agency meetings, including core groups.

Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date pro forma, to the Chair within the required timescales, at least 48 hours before the conference.

Reports will include the voice of the child.

We will discuss and share reports with the parents/carers before the conference.

Serious Case Review (SCR)/Child Death Overview (CDO)

We together with the Manchester Secondary PRU will always undertake a serious case review/child death overview when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

Our DSL will keep up to date with the findings from SCRs/CDOs in Manchester and share the learning and review our safeguarding procedures if relevant.

Serious Case Reviews in Manchester

9 Serious Case Reviews in Manchester highlighted how professionals:

- Did not always 'see or hear' the child
- Were too trusting and over reliant on self-reporting – 'disguised compliance'
- Practiced with a 'rule of optimism'
- Start again.....
- Did not always work together and communicate well
- Did not always challenge and/or demonstrate 'professional curiosity'

Be Professionally Curious!

- Be confident and purposeful in your practice to 'hold' the child at the heart and forefront of everything you do
- Respectfully ask questions to understand what is happening within a family/to a child, rather than making assumptions and accepting things at face value
- Be prepared to think the unthinkable before making a judgement

Remember to:

- Not take things on face value
- Be inquiring
- Be questioning
- Wonder
- Avoid fixed ideas and assumptions
- Check details
- Triangulate information
- Be Interested and show interest
- Always think 'what if'
- Always record, report and share

The Curriculum

We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help our pupils keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

All our pupils have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and

feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental values of tolerance, respect and empathy for others.

This enables them to learn to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life. There is access to a range of enrichment activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.

Personal Health and Social Education and Emotional Confidence and Wellbeing lessons provide opportunities for our pupils to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns. We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation including obesity, poor mental health, CSE, radicalisation and extremism, modern slavery, county lines, female genital mutilation, forced marriage.

More information on the above topics can be found on our website:

<https://includedlearning.co.uk/information>

Off Site Visits and Residential Visits

We carry out risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers. Where there are safeguarding concerns, or allegations that happen offsite, staff will follow the procedures described above and the flowcharts as appropriate.

PART FOUR: TOWARDS A BETTER UNDERSTANDING OF HARM, ABUSE & NEGLECT

Sources of Harm

All staff are aware of our responsibility to act in order to protect children from various potential sources and types of harm. Safeguarding covers a range of issues. We should do everything possible to ensure that pupils feel safe at all times.

Bullying

All pupils should have an opportunity to discuss bullying: its causes, strategies to deal with it and IncludEd's [Anti-Bullying Policy](#).

If you do become aware of a case of bullying, inform the Designated Person or their Deputy, or, in cases where the Designated Person or their Deputy are not available, to the Manchester Secondary PRU Safeguarding Team. Ideally we will use 'Restorative Justice' as a way of dealing with bullying rather than traditional

Disciplinary methods available. Restorative Justice dispenses with the notion of victims and perpetrators and focuses on solutions to the problem based on mutual understanding and shared perceptions. If Restorative Justice fails we will refer to the school's Anti-Bullying Policy.

However, it is worth pointing out that it is not possible to withdraw a pupil's placement permanently without clear evidence that bullying has taken place.

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. However, victims often carry two phones or one phone and two SIM cards.

If you suspect a child is at risk of CSE or that this has already taken place this should be reported to the Designated Person or their Deputy, or, in cases where the Designated Person or their Deputy are not available, to the Manchester Secondary PRU Safeguarding Team.

Further Information

[CSE Appropriate Language Guidance 2018](#)

Criminal Exploitation & County Lines

This section needs to be read and understood alongside previous sections of this policy on issues such as Online Safety, Children Missing Education (CME), Trafficking, Child Sexual Exploitation(CSE) and the sections which follow on Gang Related Activity, Peer Abuse etc.

Definition(s)

Criminal exploitation is the exploitation of a person to commit crime for someone else's gain. County lines is the police term for urban gangs supplying drugs to

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suburban areas and market and coastal towns using dedicated mobile phone lines or 'deal lines' which are used to buy drugs. Currently, it is estimated that there are over 700 County Lines in England. The most common drugs involved are heroin and cocaine, but also MDMA, cannabis, amphetamines and spice. Child Criminal Exploitation (CCE) is geographically widespread and criminal activity is a typical

feature of County Lines. Gangs groom and exploit children and vulnerable people, using them to move drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Gangs sometimes use violence to threaten and intimidate when recruiting children and vulnerable people, and/or if drugs or money go missing. Girls may be groomed and forced into abusive 'relationships' with gang members and made to perform sexual acts (child sexual exploitation). Victims may also be coerced into pick-pocketing, shoplifting, benefit fraud, sham marriages, begging and cultivating drugs e.g. cannabis farming.

County Lines: Some common terminology explained

- **Cuckooing** - where gangs establish a base in the market location by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing';
- **Going country** - term that describes county lines activity. It can also mean the act of travelling to another city/town to deliver drugs or money;
- **Trapping** - the act of moving drugs from one town to another or the act of selling drugs in one;
- **Trap House** - A building used as a base from where drugs are sold (or sometimes manufactured). These houses usually are occupied by someone (usually adult drug users but sometimes young people are forced to stay in trap houses) location;
- **Trap Line** - when someone owns a mobile phone specifically for the purpose of running and selling of drugs.

Any concerns about this affecting anyone at IncludEd should be directed to the Designated Safeguarding Lead or Deputy.

Further Information

[Children and Young People Trafficked for the Purpose of Criminal Exploitation in Relation to County Lines](#)

Peer on Peer Abuse / Teenage Relationship Abuse

Staff and other adults should recognise that children and young people are capable of abusing their peers. IncludEd takes any concerns of this nature very seriously and concerns should be raised in the same way as other concerns, directly to the Designated Safeguarding Lead or a deputy.

Peer on peer abuse is not tolerated, passed off as ‘banter’ or seen as part of growing up. It is likely to include but not limited to:

- bullying (including cyber bullying)
 - gender based violence/sexual assaults
 - sexting
-
- upskirting or any picture taken under a person’s clothing without them knowing to obtain sexual gratification or cause humiliation or distress
 - initiation/hazing type violence and rituals

Any pupil who may have been victimised and/or displayed such harmful behaviours along with any other child affected by peer on peer abuse will be supported through our pastoral system and the support will be regularly reviewed.

Further Information

<https://hub4leaders.co.uk/learning-hub/resources/tackling-peer-on-peer-abuse-the-schoolbus-guide/tackling-peer-on-peer-abuse-your-free-guide/>

The Prevent Duty: Radicalisation and Extremism

Protecting children from the risk of radicalisation is seen as part of IncludEd’s wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse. Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the DSL if they are concerned about a pupil. The DSL will always act proportionately and this may include making a referral to the Channel programme or to the MASH.

IncludEd values:

- Democracy; The rule of law;
- Individual liberty;
- Mutual respect and
- Tolerance of different faiths and beliefs

All staff receive training to both support their awareness of the Prevent Strategy and their ability to identify and support individuals who are vulnerable to being drawn into terrorism. IncludEd will co-operate fully their Local Authority ‘Channel Panel’ in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

See also the Preventing Extremism & Radicalisation Policy (IncludEd’s employees - Staff Shared Drive).

Female genital mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK – over 1700 victims were referred to specialist clinics in the UK during the last 2 years. Many more cases are believed to go unreported. IncludEd

takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing; spend longer than normal in the bathroom or toilet;
- have unusual behaviour after an absence from school;

- be particularly reluctant to undergo normal medical examinations;
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Any indication that FGM is a risk, is imminent, or has already taken place should be reported to the Designated Person or their Deputy, or, in cases where the Designated Person or their Deputy are not available, to the Manchester Secondary PRU Safeguarding Team.

Further Information

[FGM: Mandatory Guidance](#)

Breast Ironing/Flattening

In this procedure hot objects, including stones and hammers are used to pound and beat girls' breasts to stop them growing. In the belief that it makes them less desirable to men and discourages pre-marital pregnancy. Any concerns about this affecting anyone at IncludEd should be directed to the Designated Safeguarding Lead or Deputy.

Further Information

[Breast Ironing/Flattening](#)

Honour Based Violence (HBV)

This is a form of domestic abuse which is perpetrated in the name of so-called 'honour'. The honour code it refers to is set at the discretion of male relatives and women who do not abide by the rules may then be punished for bringing shame on the family. For example HBV might be committed against people who become involved with a boyfriend/girlfriend from a different culture or religion, want to get out of an arranged or forced marriage, wear clothes or take part in activities that might not be considered traditional within a particular culture. Women and girls are the most common victims of HBV but it can also affect men and boys.

Further Information

https://safe.met.police.uk/crimes_of_honour/get_the_facts.html

Forced Marriage

A marriage where one or both of the parties is married without their consent or against their will. It is illegal in the UK and is recognised as a form of violence against women and men, girls and boys and a serious abuse of human rights. The

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pressure put on people to marry against their will can be physical (including threats and actual physical or sexual violence) or emotional and psychological. Financial abuse (taking or not giving money) can be a factor. The Forced Marriage Unit has been set up by the FCO and Home Office to help stop forced marriages or to help people leave a marriage they have been forced into.

Forced Marriage Unit: fm@fco.gov.uk 02070080151

Any concerns about this affecting anyone at IncludEd should be directed to the Designated Safeguarding Lead or Deputy.

Further Information

[Multi Agency Guidelines for Handling Cases of Forced Marriage](#)

Modern Slavery and Trafficking

It is estimated there are many thousands of people in modern slavery in the UK today. Most commonly people are trafficked into forced labour in industries such as agriculture, construction, hospitality, manufacturing and car washes. Many women and girls are trafficked for sexual exploitation or end up in domestic slavery. The Modern Slavery Act 2015 is designed to tackle slavery in the UK. Any concerns about this affecting anyone at IncludEd should be directed to the Designated Safeguarding Lead or Deputy.

Further Information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/649906/Transparency_in_Supply_Chains_A_Practical_Guide_2017.pdf

Fabricated Illness

Fabricated or induced illness is a rare form of child abuse. It occurs when a parent or carer (usually the child's biological mother) exaggerates or deliberately causes symptoms of illness in the child. It is also known as Munchausen's syndrome by proxy (not to be confused with Munchausen's syndrome where a person pretends to be ill or causes illness or injury to themselves). If you suspect that someone you know may be fabricating or inducing illness in their child you should not confront them directly, but let the Designated Safeguarding Lead or Deputy know immediately.

Further Information

[Fabricated or Induced Illness: safeguarding children](#)

Faltering Growth

It may be difficult to distinguish between neglect and material poverty. However, care should be taken to balance recognition of the constraints on the parents' or carers' ability to meet their children's needs with an appreciation of how people in similar circumstances have been able to meet those needs. This term 'faltering

growth' (previously referred to as 'failure to thrive') is used in relation to infants and young children whose weight gain occurs more slowly than expected.

Further Information

[Faltering Growth](#)

Abuse Linked to a Belief in Spirit Possession or Witchcraft

Research indicates that the belief in 'spirit possession' or 'witchcraft' is widespread across the world. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities in this country. These beliefs occupy a broad spectrum, and the effects range from harmless to harmful. Belief in spirit possession and witchcraft is not of itself evidence of maltreatment.

Although the number of known child abuse cases linked to accusations of 'spirit possession' or 'witchcraft' in Britain is small, it is possible that a significant number of cases go undetected. The nature of the abuse can be particularly disturbing and the impact on the child is substantial and serious. There are links between 'spirit possession' and 'witchcraft' and exploitation in that belief in magic or witchcraft may be used to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

The term 'spirit possession' means that a force, spirit, god or demon has entered a child and is controlling him or her resulting in a change in health or behaviour. Sometimes the term 'witch' or 'witchcraft' is used. This is the belief that a child is able to use an evil force or supernatural powers to harm others. There is a range of terminology connected to such beliefs, for example black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah and child sorcerers.

Families, carers and the children involved can hold genuine beliefs that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them. There may also be an element of the adult gaining some gratification through the ritualistic abuse of the child, which may even result in the death of the child.

Further Information

[Safeguarding Children in Faith Settings 2016](#)

[Faith based abuse: National Action Plan](#)

Children Who Display Sexually Inappropriate Behaviour

Staff will be [re]introduced to the Brook 'Traffic Light Tool' (see link) via safeguarding training and inappropriate sexual behaviour will be considered as part of such training.

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Many expressions of sexual behaviour are part of healthy development and give no cause for concern. However, when children or young people display sexual behaviour that increases their vulnerability or causes harm to someone else, adults have a responsibility to provide support and protection. Knowing how to distinguish healthy and harmful sexual behaviour in children and young people helps in both supporting the development of healthy sexuality and in the protection of children and young people from harm or abuse.

All children and young people are potentially at risk of harm, though some groups may be at increased risk of exposure to, or of developing, unhealthy sexual behaviours. These include children and young people who have a disability, have been abused, or have experienced other disruptions to their development or socialisation. It is important to recognise that in these cases extra support and guidance may be needed. Any concerns about this affecting anyone at IncludEd should be directed to the Designated Safeguarding Lead or Deputy.

Further Information

https://legacy.brook.org.uk/brook_tools/traffic/Brook_Traffic_Light_Tool.pdf

Gang Related Activity

The Early Intervention Foundation's (2015) report on the risk factors for gang involvement and youth violence showed that risk factors can be identified in children as young as seven. Therefore, it is essential that we take every opportunity to intervene as early as possible on a key issue affecting outcomes for children.

We will continue to work effectively within the wider system to fulfil our early intervention, safeguarding and child protection responsibilities effectively.

Any concerns about this affecting anyone at IncludEd should be directed to the Designated Safeguarding Lead or Deputy.

Further Information

[Preventing youth violence and gang involvement Practical advice for schools and colleges](#)

Sexual Violence & Sexual Harassment

Sexual Violence

Sexual violence refers to sexual offences under the Sexual Offences Act 2003. For example:

- **Rape:** A person commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person with his penis, who does not consent to the penetration and does not reasonably believe that consents.
- **Assault by Penetration:** A person commits an offence if: s/he intentionally penetrates the vagina or anus of another person with a part of her/his body or

anything else, the penetration is sexual, a person does not consent to the penetration and does not reasonably believe that a person consents.

- **Sexual Assault:** A person commits an offence of sexual assault if: s/he intentionally touches another person, the touching is sexual, the person does not consent to the touching and s/he does not reasonably believe that the person consents.

The Police must be notified as soon as possible when a criminal offence has been committed or is suspected of having been committed against a child unless there are

exceptional reasons not to do so. The age of criminal responsibility is ten years. In all cases where the sexually active young person is under the age of 13, child protection procedures must be followed and a referral made to Children's Services. (In order for this to be meaningful, the young person will need to be identified, as will their sexual partner if details are known).

Sexual Harassment

[Child on child] sexual harassment refers to '**unwanted conduct of a sexual nature**'. It can occur online and offline and is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.

Online sexual harassment maybe stand alone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation; coercion and threats.

Preventative Factors

We recognise that is not enough 'just' to respond to incidents should they arise. We adopt a zero tolerance approach to abuse in any form and seek to minimise the possibility of it by:

- Creating and maintaining an environment which is safe, caring, respectful and stimulating, and which seeks to promote the social, physical and moral development of our pupils;

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- Knowing our children and families well. We go 'above and beyond' in our attempts to provide strong, positive role models and to support children's emotional wellbeing;
 - Ensuring that core safeguarding and child protection policies and procedures link to and are understood and implemented in conjunction with other, related policies and procedures e.g. Online Safety, Positive Behaviour & Anti-bullying;
 - Actively discouraging and challenging all unacceptable behaviour, including all forms of bullying and abuse. We will also challenge the attitudes and behaviours which underpin it;
-
- Having in place clear strategies for promoting positive behaviour, including a system of rewards and sanctions that is clear to staff, pupils and parents/carers alike;
 - Maximising opportunities within the curriculum, via PSHE, tutor time and focused weeks to deliver key keeping safe and associated behavioural, spiritual, moral, social and cultural messages - including the use of external resources and expertise;
 - Striking appropriate balances between pupil's right to privacy and the need for proportionate supervision to keep them safe in and around the school;
 - Ensuring that all adults associated with our school understand their role and responsibilities as role models;
 - Ensuring that staff and volunteers are trained to look for and respond appropriately to any potential indicators of peer abuse;
 - Seeking appropriate and timely advice where uncertainty exists and/or concerns arise i.e. from Children's Services / Police where necessary.

Date of Adoption: October 2019

Date of Review: October 2020



