



# Safeguarding at Kilnhurst Primary School



## What you need to know

Any concerns must be reported immediately to:

Designated Safeguarding Lead for Child Protection: **R. Cousins**

**or**

Deputy Designated Safeguarding Lead for Child Protection: **E. Swift**

*This leaflet must be read alongside 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'. It was put together in conjunction with advice from NSPCC and Rotherham LSCB.*

## **Definition of Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet).

They may be abused by an adult or adults, or another child or children.

## **Categories of Abuse**

Physical Abuse

Emotional Abuse

Neglect

Sexual Abuse

## SIGNS AND INDICATORS

### Physical

- Unexplained injuries
- Injuries on certain parts of the body
- Injuries in various stages of healing
- Injuries that reflect an article used
- Flinching when approached
- Reluctant to change
- Crying/ instability
- Afraid of home
- Behavioural extremes
- Apathy/depression
- Wanting arms and legs covered even in very hot weather

### Emotional

- Failure to thrive
- Attention seeking
- Over ready to relate to others
- Low self esteem
- Apathy
- Depression/self-harm
- Drink/drug/solvent abuse
- Persistently being over protective
- Constantly shouting at, threatening or demeaning a child
- Withholding love and affection
- Regularly humiliating a child

### Neglect

- Tired/listless
- Unkempt
- Poor hygiene
- Untreated medical condition
- Medical appointments missed
- Constantly hungry or stealing food
- Over eats when food is available
- Poor growth
- Poor/late attendance
- Being regularly left alone or unsupervised
- Dressed inappropriately for the weather condition
- Having few friends and/or being withdrawn
- Ill equipped for school

### Sexual

- Age inappropriate sexual behaviour/knowledge/ promiscuity
- Wary of adults/ running away from home
- Eating disorders/depression/ self-harm
- Unexplained gifts/ money
- Stomach pains when walking or sitting
- Bedwetting
- Recurrent genital discharge
- Sexually transmitted diseases

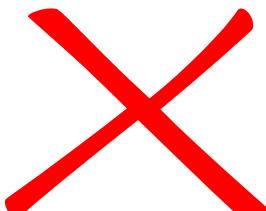
## **Disclosure by a child**

**DO**



- Listen carefully
- Make accurate notes using the child's words
- Inform the designated person for child protection
- Tell the child that they have done the right thing by telling you

**DON'T**



- Ask leading questions
- Use your own words to describe events
- Investigate
- Promise confidentiality

## **Reporting Concerns**

Any concerns that you may have MUST be reported to the DSL or Deputy DSL as soon as possible on the same day as they arise and safeguarding forms are available in the staff room to record the details of the concern.

## **Reporting Allegations against staff**

- Any concern relating to a member of staff should be reported to the Head who then contacts MASH on 01709 336080
- A discussion will be held between MASH and the LADO (Local Authority Designated Officer) who deals with allegations who will then make contact with the Head.
- Some allegations are so serious to warrant immediate referral to social care and the police for investigation - this will happen alongside disciplinary procedures
- All allegations are considered on an individual basis and will be dealt with accordingly, which may involve a strategy meeting to which the Head will be invited (or the Chair of Governors in the event that the allegation is about the Head)

## **Allegations against staff**

- There may be up to three strands in the consideration of an allegation:
- A police investigation of a possible criminal offence
- Enquiries and assessment by social care about whether a child is in need of protection or in need of services
- Consideration by an employer of disciplinary action in respect of the individual

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

### **What is CSE?**

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

### **Signs and Indicators**

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:

- go missing from home, care or education.
- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- be involved in petty crime such as shoplifting
- have unexplained physical injuries
- have a changed physical appearance, for example lost weight.

They may also show signs of sexual abuse (see page 2) or grooming.

## **Grooming: signs and symptoms**

The signs of grooming aren't always obvious. Groomers will also go to great lengths not to be identified.

Children may:

- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol.

## **Protecting children from Radicalisation**

To be read alongside '**The Prevent Duty**: Departmental advice for schools and childcare providers'

It can be hard to know when extreme views become something dangerous. And the signs of radicalisation aren't always obvious.

### **Signs and Indicators**

Radicalisation can be really difficult to spot. Signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

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

### **What is FGM?**

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

### **Signs and Indicators**

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

### **Signs a teacher or school may notice**

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.

## **Breast Ironing**

### **What is breast ironing?**

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

### **Breast Ironing in the UK**

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1,000 girls at risk. Keeping Children Safe in Education (2016) mentions breast ironing on page 54, as part of the section on so-called 'Honour Violence'. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible

### **Signs and Indicators**

Breast ironing is a well-kept secret between the young girl and her mother. Often the father remains completely unaware. Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible.

## **Peer on Peer Abuse**

When we talk or hear about child abuse, it may be assumed that perpetrators will be adults. However, it is important to remember that children are also capable of abusing their peers, including in a school setting.

Peer on peer abuse includes, but is not limited to, bullying (online and offline), gender based violence, sexual assaults and sexting. It should always be dealt with as a safeguarding issue and should never be passed off as “banter” or “just a bit of fun”. The police should always be called if a child is in immediate danger or at serious risk of harm.

When making decisions about how to deal with allegations, schools should take into consideration the age and understanding of the perpetrator, as well as any relevant personal circumstances and how this relates to his/her behaviour. Schools should also consider any disparity in age between the perpetrator and the victim, the impact the behaviour has had on the victim, and any element of coercion or violence. The views of the students and where appropriate, parents, should be taken into account.

## **Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

### **Sexual violence**

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

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

### **What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

### **Sexual Harassment**

For the purpose of this advice, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment 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.

Whilst not intended to be an exhaustive list, 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; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

If any staff member has a concern about a child relating to sexual violence or sexual harassment, it must be passed on to the DSL or Deputy DSL immediately.

For Further information please see the document - Sexual violence and sexual harassment between children in schools and colleges – May 2018

## Fabricated or Induced Illness

The abuse that occurs in fabricated or induced illness (FII) takes a range of forms and can be difficult to recognise, but there are warning signs to look out for.

Some of the indicators of fabricated or induced illness, include:

- the medical history doesn't make sense
- treatment is ineffective
- the symptoms disappear when the carer isn't around, and
- they can be seen repeatedly by different professionals looking for different things.

In all cases, the child's normal life is restricted. Cases of fabricated or induced illness are very complex. Where fabricated and induced illness is suspected, referrals should be made without alerting the child's carer.

## Domestic Violence

**Family or domestic violence or abuse can be physical, emotional, psychological, financial or sexual. It can include any situation where someone is forced to alter their behaviour due to fear of their partner's reaction.**

### Impact on children

Being in a household where there is family violence is distressing and scary for children. Children may hear violent or controlling arguments; they may witness violence directly; they may be told to hide and can feel powerless to protect a carer. They are likely to be well aware of their parent's distress and injuries after an incident. They may also get hurt. We know that there is a higher likelihood that children will experience abuse themselves in households characterised by family violence.

There are links between domestic violence, low self-worth and later risk of child exploitation for both girls and boys. Victims of family violence often lack self-worth and can be at greater risk of depression, anxiety and trauma. This can sometimes interfere with their ability to parent their child sensitively and can lead to harsher parenting which, in turn, can further undermine a child's wellbeing.

Family violence is an important cause of long-term problems for children's mental health and physical health. Effects can be traumatising and long lasting and can have an impact on:

- Children's understanding of normal or acceptable relationships with others and their ability to form relationships in school and beyond.
- A child's emotional wellbeing: increased anxiety, fear and stress levels.
- Their ability to learn.
- Their view of the family and the broader community and society.
- Levels of aggressive and anti-social behaviour, which can persist into adolescence and adulthood.

Family violence is a key safeguarding concern.

### **Spotting the signs**

The key for school staff is to be alert to extreme behaviour or changes in a child's behaviour. Some common indicators may include:

- Becoming aggressive or becoming a bully.
- Becoming quieter or withdrawn, which risks them going unnoticed.
- Not doing well at school; may even regress.
- May be defiant and/or disobedient.
- Lagging behind when it's time to go home.
- Arriving at school early/leaving late.
- Signs of anxiety or depression.
- Difficulty sleeping.
- Finding loud noises or loud voices unusually disturbing.

## **Gangs and Violence**

**A group may be classed as a gang if it:**

- has a name
- has a defined territory
- uses a specific colour, particularly in clothing
- uses specific hand gestures or signs
- uses symbols shown in tattoos or graffiti

**A person can be identified by the police as a gang member if he/she:**

- admits membership to a group which meets the criteria of a gang
- is identified by a reliable informant as a gang member
- lives in or frequents a gang's area and adopts its style of dress or other signs – or associates with known gang members
- has been arrested in the company of identified gang members for offences consistent with gang activity.
- While the definition of a gang is quite vague, one important thing to note is that membership or association with a particular group of people is not illegal in itself – however, gangs are often linked to criminal activity, so it can be useful to recognise certain types of behaviour and signs that your teen may be involved in gang-related crime. We have listed some of the more common signs below.
- Withdrawing from the family
- Loss of interest in school
- Dropping positive activities like sports
- Changes in behaviour reported by the school
- Unexplained extra money or new possessions such as clothes, trainers, jewellery, computers / games, mobile phones
- Staying out late without permission
- Being increasingly secretive or vague about their whereabouts, activities or friends
- A new nickname
- Dressing differently, perhaps in a particular style or colour
- Unexplained physical injuries
- Using tags or graffiti on books and possessions
- Using hand signals or code to speak with friends

## **County Lines**

Children as young as 7 are being put in danger by criminals who are taking advantage of how innocent and inexperienced these young people are. Any child can be exploited, no matter their background.

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks groom and exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

Criminals are deliberately targeting vulnerable children – those who are homeless, experiencing learning difficulties, going through family breakdowns, struggling at school, living in care homes or trapped in poverty.

These criminals groom children into trafficking their drugs for them with promises of money, friendship and status. Once they've been drawn in, these children are controlled using threats, violence and sexual abuse, leaving them traumatised and living in fear.

However they become trapped in criminal exploitation, the young people involved feel as if they have no choice but to continue doing what the criminals want.

### **What are the signs of criminal exploitation and county lines?**

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

## **Supporting Transgender Children**

Trans is an umbrella term to describe people whose gender is not the same as, or does not fully reflect, the sex they were assigned at birth. Gender identity is complicated and multi-faceted, and can be best understood as being a spectrum rather than necessarily needing to be a binary choice between male or female. Developing a positive sense of gender identity is an important part of growing up for all children and young people. It is essential that educational settings develop pupil and student understanding of the spectrum of gender identity and provide support to trans, gender questioning and non-binary pupils, students and staff. There are many different ways to be trans and talking with the child or young person, and if appropriate, family members to find out what they want and need will be a guiding principle.

For further information please refer to the Trans Inclusion Schools Toolkit using the following link:

<https://www.mermaidsuk.org.uk/assets/media/AllsortsYouthProject%20-%20Trans%20Inclusion%20Schools%20Toolkit%20Sept%2018.pdf>

## **Children missing from education**

There are significant child protection implications when the whereabouts of a child is not known. The local authority has a duty to locate, track and monitor children missing from education and support them in returning to education.

### **What are a school's responsibilities when a child is absent?**

You should always assess the child's safeguarding risk at their own address using thresholds and pathways. For example, is there a risk of forced marriage, child sexual exploitation, domestic abuse, radicalisation, honour based violence? If the judgement is the child is at risk of harm, contact the police or social care immediately.

If a pupil is absent, all schools have a responsibility to contact the parent or carer **on the first day of absence** and continue to make every effort to locate the pupil. When you have identified the child is not in school, please follow the procedure below.

## **Day 1 - Phone call**

A staff member trained to do so, telephones the child's home to seek reasons for the absence and reassurance from a parent or carer that the child is safe at home.

<b>Response from parent</b>	<b>Next step from school</b>
There is no answer at the home or on mobile numbers	Call back. Risk assess after 2 hours
The parent/carer answered the call, the child is safe with them	Ask for reason for absence and record on your school's attendance management system
The person answering is not the parent/carer and the school is not reassured that the child is at home or safe	<p>The school's designated lead for child protection should be consulted on a risk assessment and the degree of vulnerability of the child</p> <ul style="list-style-type: none"><li>•  <a href="#">Risk assessment and CME checklist (PDF 404KB)</a></li></ul>
The parent/carer answered the call, the child is not with them or safe and the parent is concerned	<p>School to advise the parent to:</p> <ul style="list-style-type: none"><li>• Contact the local police station to inform them that the child is missing</li><li>• Contact all people and places the child is known to talk to and visit to tell them that the child is missing and ask if they can help to find the child, by providing information which may shed light on the child's whereabouts or actively searching for the child</li><li>• Contact the family GP and Accident and Emergency Centres near where the child lives and goes to school, in case he/she has sustained an injury and been taken in for medical treatment</li><li>• Report back to school if the child is found or remains missing</li></ul>

## **Day 2 - Follow up phone call**

A subsequent telephone call must be made either from the school landline or preferably a mobile phone.

## **Day 3 – Write/email parents**

Write or email to the parent in plain English, asking for contact to be made with the school immediately. Please give the parents/carers 3 working days to make contact and if you are aware that English may not be the parent's first language, copy the letter into a language that may be more accessible.

## **Day 5/6 - Home visit**

Arrange a visit to the home address ensuring that risk assessments are in place

## **Once you have completed these checks (or within 10 days, whichever is earlier)**

If the child has not been seen and the parents or carers have not made contact with either, schools must report the child as missing from education.

## **Forced Marriage**

'Forced marriage' is where one or both parties do not consent to marriage, but are forced into it through physical or emotional abuse. It differs from arranged marriage, which is part of some cultures, where, crucially, prospective spouses can choose not to go ahead with the arrangement. Forced marriage was made illegal in 2014 under the Anti-Social Behaviour, Crime and Policing Act. Despite this, last year there were almost 1,200 reports of forced marriage in the UK and in over a quarter of these cases those being forced to marry were under the age of 18.

### **Signs and indicators include:**

- Absence or request for extended leave;
- Children fearing school holidays;
- Surveillance by siblings and cousins at school;
- Pupils being prevented from pursuing further education and after school activities; and
- Sudden announcements of engagement.

## **Emerging Early Help Concerns**

Providing Early Help Assessment is more effective in promoting the welfare of children than reacting later. Early Help Assessment means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Effective Early Help Assessment relies upon local agencies working together to:

- Identify children and families who would benefit from Early Help Assessment;
- Undertake an assessment of the need for Early Help Assessment; and
- Provide targeted Early Help Assessment services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

### **Identifying Children and Families who would benefit from Early Help Assessment**

Local agencies should have in place effective ways to identify emerging problems and potential unmet needs for individual children and families. This requires all professionals, including those in universal services and those providing services to adults with children, to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment.

Professionals should, in particular, be alert to the potential need for Early Help Assessment for a child who:

- Is disabled and has specific additional needs;
- Has Special Educational Needs;
- Is a young carer;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in family circumstances presenting challenges for the child, such as substance abuse, adult mental health difficulties, domestic violence, poverty, inadequate housing;
- Is showing early signs of abuse and/or Neglect.

Any concerns MUST be reported to the DSL or Deputy DSL on the same day and recorded on a Safeguarding form for future reference.

## **Useful Contacts**

**Rotherham MASH (Multi-Agency Safeguarding Hub)**  
**01709 336080**

**Rotherham LSCB (Local Safeguarding Children's Board)**  
<https://www.rotherham.gov.uk/safeguarding/>

**NSPCC**  
<https://www.nspcc.org.uk/>

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**0808 800 5000**