CHILD PROTECTION AND SAFEGUARDING POLICY

This policy explains how we protect the children/pupils in our care, our prevention strategies, our procedures, how we support children/pupils/pupils at risk, training of staff, roles and responsibilities and specifics regarding FGM and Prevent

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CONTENTS

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Area teams (Family Hubs)	Family Hub Cluster 3 - West Marsh, Queensway and Riverside:
	West Marsh Family Hub – 01472 326810 Macaulay Street, Grimsby Mon – Fri 8.30 am – 4.30 pm Queensway Family Hub – 01472 325737 Queensway, Binbrook Way, Grimsby Mon – Fri 8.30 am – 4.30 pm Riverside Family Hub – 01472 324303 Central Parade, Grimsby. Mon – Fri 8.30 am – 4.30 pm

DELTA ACADEMIES TRUST

CHILD PROTECTION AND SAFEGUARDING POLICY

THE DESIGNATED SENIOR MEMBER OF STAFF WITHIN THIS ACADEMY IS: **Clare Glaves**. In the event of absence, **Luke Short** is available, as are **Amanda Oliver**, **Paul Tuffnell** and **Alison Winn**.

1.   INTRODUCTION

1.1   **John Whitgift Academy** fully recognises the contribution it makes to Child Protection and the safeguarding of all children/pupils. Ensuring risks children/pupils/pupils at our Academy are minimised will enable them to achieve, be happy and safe. Every child deserves the chance to reach their full potential.

1.2   There are a number of main elements to our policy:

   1.2.1   Prevention through the teaching and pastoral support offered to children/pupils;

   1.2.2   Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day-to-day contact with children/pupils, Academy staff are well placed to observe the outward signs of abuse;

   1.2.3   Support for children/pupils who may have been abused;

   1.2.4   Recording incidents, issues and concerns over time.

1.3   Our policy applies to all staff and volunteers working in the Academy. Notices around the Academy give contact details to enable the Academy community to report issues of concern.

2.   PREVENTION

2.1   We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention. The Academy will therefore seek to:

   2.1.1   Establish and maintain an ethos where children/pupils feel secure and are encouraged to talk and are listened to;

   2.1.2   Ensure children/pupils know that there are adults in the Academy whom they can approach if they are worried or in difficulty;

   2.1.3   Include in the curriculum, activities and opportunities for PSHE which equip children/pupils with the skills they need to stay safe from abuse and to know who to turn to for help;

   2.1.4   Include, in the curriculum, material which will help children/pupils develop realistic attitudes to the responsibilities of adult life.

3.   PROCEDURES

3.1   We will follow the procedures set out in Interagency Procedures produced by the **North East Lincolnshire Safeguarding Children Board (LSCB)** 'Working Together to Safeguard Children/pupils March 2015' and 'Keeping Children Safe in Education September 2016', 'What to do if You are Worried a Child is being Abused March 2015' (also available online at www.saferchildren/pupilsyork.org.uk/).

3.2 The Principal/Head of Academy will:

3.2.1 ensure it has a DSL who has undertaken the appropriate training;

3.2.2 recognise the role of the DSL and ensure supervision and training;

3.2.3 ensure every member of staff knows:

• The name of the designated person and his/her role;

• That they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels

3.2.4 ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose of abuse;

3.2.5 ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection;

3.2.6 ensure that children/pupils in the Academy know the name of the designated person and his/ her role;

3.2.7 provide training for all staff so that they know:

• their personal responsibility;

• the relevant parts of the **NE Lincs LSCB** procedures;

• the need to be vigilant in identifying cases of abuse;

• how to support a child who discloses abuse;

3.2.8 ensure all staff are given a copy of Part 1 of 'Keeping Children Safe in Education' September 2016 and will sign that they have read and understood it. Leaders and those with specific safeguarding roles are required to be familiar with the whole document. All adults must sign to say that they have read and understood the document. A record must be kept in the Academy. It is the role of senior leaders to regularly check that staff have a clear understanding of the document

3.2.9 ensure all staff are given a copy of 'What to do if You are Worried a Child is being Abused' March 2015;

3.2.10 ensue all staff are asked annually to complete the Child Protection online Basic Awareness course and Prevent Duty Basic Awareness online course;

3.2.11 ensure all staff are given Safeguarding Young People Policy and E-Safety Policy and asked to sign to confirm they have read and understood them.

3.2.12 For pupils subject to a Child Protection Plan, in addition to normal procedures, the Academy must notify the named social worker if:

• it should have to exclude a student either for a fixed term or permanently;

• there is an unexplained absence (or the Academy are unhappy with the explanation received) of more than two days' duration from Academy (or one day following a weekend).

3.2.13   work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection are invited to review conferences;

3.2.14   keep written records of concerns about children/pupils (noting the date, event and action taken) on CPOMS, even where there is no need to refer the matter to Children Services immediately;

3.2.15   ensure all records are kept secure and in locked locations and in compliance with the Trust's Data Protection Policy;

3.2.16   adhere to the procedures set out in the **NE Lincs LSCB** Guidelines and Procedures and the Trust's policy on 'Dealing With Allegations against staff' for when an allegation is made against a member of staff;

3.2.17   ensure the criminal background of applicants for vacant posts are checked in accordance with DfE guidance in January 2007;

3.2.18   designate an Education Advisory Body member for safeguarding who will review the implementation of the Academy's safeguarding policy and procedure (**Gail Young**);

3.2.19   ensure all allegations and concerns against staff must be reported to the Local Authority Designated Officer (LADO) within the same working day. The LADO will then decide what action to take. Contact details and referral pathway are detailed on the **NE Lincs LSCB** website and are referred to here for your reference: **nelsafeguardingchildrenboard.co.uk**

Safeguarding advisor : **Helen Willis; helen.willis@nelincs.gov.uk; Tel: 01472 326375**

LADO Contact Details
• **Jill Alderson; jill.alderson@nelincs.gov.uk; Tel: 01472 326119**
• **David Palmer: david.palmer@nelincs.gov.uk; Tel: 01472 326119**

Where appropriate, a referral should be sent to the LADO using the ***Allegations/Concerns against staff reporting form.***

4.   SUPPORTING CHILDREN/PUPILS AT RISK

4.1   We recognise that children/pupils who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful.

4.2   The Academy will endeavour to support the child/pupil through:

4.2.1   the content of the curriculum to encourage self-esteem and self-motivation;

4.2.2   the Academy ethos, which promotes a positive, supportive and secure environment;

4.2.3   the Behaviour Policy which is aimed at supporting all pupils though high expectations and positive reinforcement;

4.2.4   liaison with other agencies who support the children/ pupils;

4.2.5   keeping records and notifying Social Care as soon as there is a recurrence of a concern. We recognise that recording and reporting information play a central part in safeguarding and protecting the children/pupils and young people in our Academy. We will ensure through induction and staff training that all staff are aware of the need to record and report accurately and those records are up to date and complete. This will support us in recognising the cumulative significance of the information.   Records will

show that where concerns have been identified a named individual has taken on responsibility for taking appropriate action.

4.3   When a new pupil arrives at the Academy a communication will be sent to their previous school asking if the pupil is subject to a Child Protection Plan. When a pupil leaves, we will transfer information to the new school immediately and inform the named social worker. The LA has written guidance specifically to cover admissions and departures of all children/pupils, including those who may be on Child Protection Plans. Information is available at https://www.nelincs.gov.uk/safeguarding-and-social-care/.

4.4   **Bullying**

Our policy on bullying is set out in the Anti-Bullying Policy which is reviewed on a **two yearly cycle** by the Education Advisory Body.

4.5   **Physical Intervention**

Guidance on physical intervention forms part of our Positive Handling Policy.

4.6   **Confidentiality**

4.6.1   We recognise that matters related to safeguarding may be of a confidential nature.

4.6.2   All staff must be aware that they have a professional responsibility to share information with other relevant agencies in order to safeguard children/pupils.

4.6.3   All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

4.6.4   We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with **Families First Access Point (FFAP) 01472 326292** on this point.

4.6.5   The Principal/Head of Academy or DSLs will disclose any information about a child to other members of staff on a need to know basis only.

4.7   **Induction**

4.7.1   All newly appointed staff receive induction and training in safeguarding and child protection and are also asked to complete the Trust online training course and Prevent Duty online awareness course.

4.7.2   All staff will sign, on induction, a confirmation that they have read and understood their role in respect of safeguarding.

4.7.3   The programme of induction must include:

4.7.3.1   a full explanation of their role and responsibilities and the standard of conduct and behaviour expected;

4.7.3.2   a full explanation of the Trust's HR procedures relating to disciplinary issues;

4.7.3.3   information about the Trust's complaints, conflict resolution and whistle-blowing policies;

4.7.3.4   information about safe practice and the arrangements in place to support staff in their work;

4.7.3.5 an introduction to the Academy's child protection policies and procedures;

4.7.3.6 an introduction to the role and an understanding of the current priorities for the Local Safeguarding Children's Board (LSCB);

4.7.3.7 an introduction to the Academy's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead and an explanation of their roles;

4.7.3.8 child protection training at a level appropriate to the member of staff's contact with children/pupils (as required by the LSCB);

4.7.3.9 a full explanation of who the staff member is accountable to in relation to the safeguarding of children/pupils and young people;

4.7.3.10 understanding of the Safeguarding Policy and staff code of conduct.

Please see Trust Induction Policy, eSafety Policy.

4.8 Supporting Staff

4.8.1 We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

4.8.2 In accordance with the Trust Supervision policy, we will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

4.9 Allegations against staff

4.9.1 All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children/pupils or parents to be conducted in view of other adults, where possible.

4.9.2 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

4.9.3 We understand that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children/pupils, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.

4.9.4 The Principal on all such occasions must discuss the content of the allegation with the LADO at the earliest opportunity.

4.9.5 If the allegation made to a member of staff concerns the Principal/Head of Academy, the person receiving the allegation will immediately inform the Trust who will consult as above, without notifying the Principal/Head of Academy.

4.9.6 The Academy will follow the Trust procedures for dealing with allegations against staff.

4.10 Whistle-blowing

4.10.1 All staff should be aware of their duty to raise concerns, where they exist, about safeguarding, which may include the attitude or actions of colleagues.

4.10.2 Whistleblowing regarding the Principal/Head of Academy should be made to the Trust. Contact details can be found on all staff and visitor id badges.

4.10.3   If the individual still has concerns about the safety or welfare of the child, they should follow the process described in the Safeguarding Policy and follow the Four R's process, details of which can be found on the back of all staff identity badges, and are included in the Safeguarding Policy.

4.10.4   For the avoidance of doubt the Four R process requires the following:

R – refer to Designated Safeguarding Lead

R – request an update of action from Designated Safeguarding Lead

R - if concerns remain report concerns to the following: email safeguarding@deltatrust.org.uk or telephone a member of the Trust Executive Leadership Team

R – ring social care (contact details can be found in the Safeguarding Policy or on the Local Authority website.

Please see the Trust whistleblowing policy.

4.11   **Racist Incidents**

Our policy on racist incidents is in line with the Local Children's Safeguarding Board: **http://nelsafeguardingchildrenboard.co.uk/data/uploads/policies-and-procedures/racism.pdf.** We record all racist incidents on CPOMS.

4.12   **Radicalisation and Extremism**

The Academy works within the guidelines outlined in the Prevent Strategy and Keeping Children Safe in Education. Through the use of CPOMS, data analysis allows us to track the impact of the PREVENT strategy.

4.13   **Response**

4.13.1   When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Principal/ Head of Academy and the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The DfE has also set up a dedicated telephone helpline for staff to raise concerns around Prevent (020 7340 7264). A dedicated email address has also been set up for staff to raise concerns counter.extremism@education.gov.uk.

4.14   **Female Genital Mutilation (FGM)**

4.14.1   Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

4.14.2   The duty applies to all persons in the Academy who are employed or engaged to carry out 'teaching work' in the Academy, whether or not they have Qualified Teacher Status. Please refer to the Home Office and DfE procedural information, for full details https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information.

4.14.3   If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

4.14.4   The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made immediately.

4.14.5   Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.

4.14.6   There are no circumstances in which a teacher or other member of staff should examine a girl.

4.15   **Child sexual exploitation (CSE)**

4.15.1   CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

4.15.2   Some of the following signs may be indicators of sexual exploitation:
- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

4.15.3   The Academy will endeavour to support the child/pupil through:
- The content of the curriculum which promotes respect for others and the values and principles of the school;
- Targeted assemblies and PSHE work to year groups and forms to respond to identified needs within the Academy;
- The pastoral team will support individual students, listen to their concerns and refer concerns to the designated safeguarding lead;
- Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

4.16   **Peer on Peer Bullying**

4.16.1   The Academy recognises that all children are capable of abusing their peers. This is most likely to include, but is not limited to: bullying (including cyber bullying) gender based violence/sexual assaults and sexting.

4.16.2   The Academy will endeavour to support the child/pupil through:

4.16.3   the content of the curriculum which promotes cohesion, respect for others and the values and principles of the school;

4.16.4   the Behaviour Policy which is aimed at supporting all pupils though high expectations and positive reinforcement;

4.16.5   The pastoral team will support individual students, listen to their concerns and refer concerns to the designated safeguarding lead;

4.16.6   Perpetrators of abuse will be identified promptly, incidents recorded on CPOMS and will receive appropriate support from experienced staff; and

4.16.7   Referrals to external agencies may be made for the victims and perpetrators as required to access additional support.

4.17   **Prevention**

4.17.1   We recognise that the Academy plays a significant part in the prevention of harm to our children/pupils by providing children/pupils with good lines of communication with trusted adults and appropriate education.

4.17.2   The Academy will therefore:

4.17.2.1   work to establish and maintain an ethos where children/pupils feel secure and are encouraged to talk and are listened to;

4.17.2.2   include regular consultation with children/pupils e.g. regular activities that reflect pupil voice;

4.17.2.3   ensure that all children/pupils know who the designated safeguarding officer is;

4.17.2.4   include safeguarding across the curriculum, including PSHE, opportunities which equip children/pupils with the skills they need to stay safe from harm;

4.17.2.5   ensure all staff are aware of Academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. **All staff are given training and the e-Safety policy to read and sign to say they have read it.**

5.   **MONITORING AND EVALUATION**

Our Safeguarding policies and procedures will be scrutinised for impact by:

•   SLT
•   Pupil voice
•   Scrutiny of data
•   Scrutiny of risk assessments
•   EAB
•   Logs of incidents
•   Parent voice

6.   **THE ROLE OF THE EAB**

6.1   The EAB understands that their role is not to deal with individual cases**.**

6.2   The EAB will ensure that:

6.2.1   the Academy has appropriate safeguarding policy and procedures in place that are in

accordance with **NE Lincs LSCB guidance**;

6.2.2   the Academy reviews policies and procedures on an annual basis.

6.3   The Principal/ Head of Academy will ensure that:

6.3.1   the Academy operates safer recruitment procedures and that all appropriate checks are carried out on staff and volunteers who work with children/pupils;

6.3.2   the Academy has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the **LSCB and DELTA Academies Trust;**

6.3.3   a senior member of the Academy Leadership Team is appropriately trained in the role of designated safeguarding lead;

6.3.4   the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB and has appropriate refresher training to keep knowledge and skills up to date;

6.3.5   all staff who work with children/pupils, undertake appropriate training to equip them to carry out their responsibilities for safeguarding effectively.

7.   RECRUITMENT

7.1   The Academy operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.

7.2   The DSL's who are involved in recruitment and at least one member of the EAB will also complete Safer Recruitment training.

Please see the Trust Safer Recruitment Policy.

8.   VISITORS TO THE ACADEMY

8.1   Visitors to the Academy site must all sign in at the Academy Reception where they will then be given a Lanyard. There are posters displayed around the Academy and in Reception explaining the difference between Lanyards.

9.   REVIEW

9.1   This policy will be reviewed annually, or when there are changes to relevant legislation.

This policy also links to policies on:

- Behaviour
- Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns
- Attendance
- Curriculum
- PSHE
- Teaching and Learning
- Supporting pupils with medical conditions
- Drug Education
- Sex and Relationships Education
- Positive Handling Policy
- E-Safety
- Safer Recruitment

Further advice on child protection is available from:

- NSPCC: http://www.nspcc.org.uk/
- Childline: http://www.childline.org.uk/pages/home.aspx
- CEOPSThinkuknow: https://www.thinkuknow.co.uk/
- Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/

DFE - Working together to safeguard Children/pupils March 2015
DFE – Keeping Children/pupils Safe in Education September 2016
DFE – Prevent Duty June 2015
DFE – What to Do if You're worried a Child is being abused March 2015

APPENDIX 2 - GUIDANCE ON RECOGNISING SUSPECTED ABUSE

Child abuse is a term used to describe ways in which children/pupils are harmed by someone often in a position of power. It is not our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report them to the appropriate party. The health, safety and protection of a child are paramount.

PHYSICAL ABUSE

Physical abuse could include any form of physical harm to a child.

EMOTIONAL ABUSE

This is the emotional ill treatment of a child such as to cause adverse effects on a child's emotional development.

It can include:

• conveying to a child that they are worthless or unloved
• placing inappropriate age-related expectations on children/pupils
• making children/pupils feel frightened or in danger

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They can include non-contact activities or encouraging children/pupils to behave in sexually inappropriate ways.

NEGLECT

Neglect is also a form of abuse. It is the failure to meet a child's basic physical and/or psychological needs and may affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time.

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the key stage leader and/or Principal/ Head of Academy.

SELF HARM

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated senior person for child protection.

APPENDIX 3 - CHILD SEXUAL EXPLOITATION

Child sexual exploitation

DfE Publication 16th February 2017

Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation

Advice for all practitioners who work with children

What is child sexual exploitation?

Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

• can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

• can still be abuse even if the sexual activity appears consensual;

• can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;

• can take place in person or via technology, or a combination of both;

• can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

• may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);

• can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

• is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Child sexual

exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator.

Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse.

If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

How common is child sexual exploitation?

The signs and indicators of all forms of abuse can be difficult to detect and child sexual exploitation is no exception. A variety of factors can make it difficult to accurately assess how prevalent child sexual exploitation is. Many children who are sexually exploited may have been victims of other forms of abuse; the grooming methods that may be used can mean that children who are sexually exploited do not always recognise they are being abused, which can also affect detection rates. What is clear is that child sexual exploitation can occur in all communities and amongst all social groups and can affect girls and boys. All practitioners should work on the basis that it is happening in their area.

Who is vulnerable to child sexual exploitation?

Any child, in any community: Child sexual exploitation is occurring across the country but is often hidden so prevalence data is hard to ascertain. However, areas proactively looking for child sexual exploitation are uncovering a problem. All practitioners should be open to the possibility that the children they work with might be affected.

Age: Children aged 12-15 years of age are most at risk of child sexual exploitation although victims as young as 8 have been identified, particularly in relation to online concerns. Equally, those aged 16 or above can also experience child sexual exploitation, and it is important that such abuse is not overlooked due to assumed capacity to consent. Account should be taken of heightened risks amongst this age group, particularly those without adequate economic or systemic support.

Gender: Though child sexual exploitation may be most frequently observed amongst young females, boys are also at risk. Practitioners should be alert to the fact that boys may be less likely than females to disclose experiences of child sexual exploitation and less likely to have these identified by others.

Ethnicity: Child sexual exploitation affects all ethnic groups.

Heightened vulnerability factors: Working Together makes clear the requirements for holistic assessment. Sexual exploitation is often linked to other issues in the life of a child or young person, or in the wider community context. Practitioners should be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case, particularly in relation to online abuse). Child sexual exploitation may be linked to other crimes and practitioners should be mindful that a child who may present as being involved in criminal activity is actually being exploited.

Practitioners should not rely on 'checklists' alone but should make a holistic assessment of vulnerability, examining risk and protective factors as set out in the statutory guidance Working Together.

APPRENDIX 4 – RADICALISATION

Understanding and Recognising Risks and Vulnerabilities of Radicalisation

Principles

A child is defined in the Children Acts 1989 and 2004 as anyone who has not yet reached their 18th birthday.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. Children and young people are vulnerable to exposure to, or involvement with, groups or individuals who advocate violence as a means to a political or ideological end. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right, internal terrorist and international terrorist organisations;

Most individuals, even those who hold radical views, do not become involved in extremism. Numerous factors can contribute to and influence the range of behaviours that are defined as extremism. It is

important to consider these factors in order to develop an understanding of the issue. It is also necessary to understand those factors that build resilience and protect individuals from engaging in extremist activity.

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation are the same as those you are already familiar with:

• family tensions

• sense of isolation

• migration

• distance from cultural heritage

• experience of racism or discrimination

• feeling of failure etc.

• being excluded from social and peer networks

Those in the process of being radicalised may:

• become involved with a new group of friends

• be searching for answers to questions about identity, faith and belonging

• possess extremist literature or advocate violence actions

• change their behaviour and language

• seek to recruit others to an extremist ideology.

It is important to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those you are already familiar with alcohol or drug abuse, family break down, domestic abuse, bullying etc or even something more minor.

Caution should be exercised in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile. It is vital that all professionals who have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that practitioners exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Some children may be at risk due to living with or being in direct contact with known extremists. Such children may be identified by the police or through Multi Agency Public Protection Arrangements (MAPPA) processes.

5) Vulnerability/ Risk Indicators

NB - The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/ young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support professionals in NL to understand and identify factors that may suggest a child, young person or their family may be vulnerable or involved with extremism.

Vulnerability

• Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them

• Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging

• Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

• Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life

• Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

• Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)

• Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)

• Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?

• Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?

• Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?

• Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

• Has the child/ young person encountered peer, social, family or faith group rejection?

• Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?

• Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity

• Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?

• Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?

• Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?

• Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

• Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?

• Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?

• Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

• Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?

• Does the child/ young person experience a lack of meaningful employment appropriate to their skills?

• Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?

• Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?

• Does the child/ young person have any learning difficulties/ mental health support needs?

• Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?

• Does the child/ young person have a history of crime, including episodes in prison?

• Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?

• Does the child/ young person have insecure, conflicted or absent family relationships?

• Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?

• Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:-

• Being in contact with extremist recruiters

• Articulating support for extremist causes or leaders

• Accessing extremist websites, especially those with a social networking element

• Possessing extremist literature

• Using extremist narratives and a global ideology to explain personal disadvantage

• Justifying the use of violence to solve societal issues

• Joining extremist organisations

• Significant changes to appearance and/or behaviour

6) Referral and intervention process

Professionals should refer to the Early Help Safeguarding Strategy to determine the level of need of the child which correlates with the concerns identified.

If you have a concern about an individual and want to make a referral use the Channel referral form and/or send your concerns through to the dedicated Prevent inbox at: Prevent@humberside.pnn.police.uk.

Where a child is considered at risk of significant harm a referral to social work services should as outlined in the Early Help Safeguarding Strategy as well as a referral to Channel.

Where there are concerns that a child may be at risk of / potential risk of being involved/ potentially involved in supporting or following extremism, further investigation by the police will be required.

Any professional who identifies vulnerability concerns as outlined above, should discuss their concerns with to the named or designated safeguarding professional in their organisation or agency. However this should not prevent immediate action being taken where a child is at immediate risk or at risk of significant harm. In these circumstances a referral should be made to Children's Social Care and in an emergency a 999 call made to the police.

The named or designated safeguarding professional should consider whether a situation may be so serious that an emergency response is required. Professionals should exercise professional judgement and common sense to identify whether an emergency situation applies.

Channel Referral Process

If you have a concern about an individual and want to make a referral use the Channel referral form and/or send your concerns through to the dedicated Prevent inbox at: Prevent@humberside.pnn.police.uk.

It is important to remember that any information you give to the police at this stage will be investigated in the pre-criminal space. It does not assume that any criminal activity has taken place and the police will be looking to support rather than arrest.