



SAFEGUARDING AND CHILD PROTECTION POLICY

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1. What is safeguarding?

Safeguarding and promoting the welfare of children is defined as ‘protecting children from maltreatment; preventing impairment of children’s mental and physical 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.’¹

In this policy the term ‘children’ refers to all students and pupils in Trust schools.

2. Purpose of the policy

The Cranmer Education Trust (CET) considers the safeguarding of the children and young people in our care to be a major priority and responsibility. We seek to create an atmosphere where young people feel secure, are encouraged to talk and are listened to. We support a child-centred approach, ensuring that the voice, the wishes and lived experiences of children are at the centre of safeguarding policy and practice. The purpose of the policy is:

- To ensure CET governance and all trust staff and stakeholders understand the importance of safeguarding children and young people and are aware of their responsibilities for identifying and reporting actual or suspected abuse.
- To ensure children and young people and parents are aware that the CET takes safeguarding seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff.
- To promote effective liaison with other agencies to work together for the protection of all pupils, providing support and help as soon as possible.
- To support pupils’ development in ways which will foster security, confidence and independence.
- To ensure there is a safeguarding curriculum at all key stages.

3. Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or frequently
- Whose parent/carers has expressed an intention to remove them from school to be home educated

¹ [Keeping Children Safe in Education](#)

*[Trust Equality Policy](#)

4. Roles and Responsibilities

4.1 The Role of the Trust Board

The Trust Board has overall responsibility, and ultimate decision-making authority, for Child Protection and Safeguarding legal compliance.

The Trust Board exercises its specific legal obligation for Safeguarding and Child Protection Policy through the setting of the CET-wide policy.

The Trust Board will fulfil their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements through the setting of the Trust-wide policies* and through the systems of assurance and the setting of equality targets to protect those who are more at risk.

The Trust Board, through the CEO and Executive Team, approves recommended systems to support individual schools to mitigate risks to the Directors and to the Trust generally.

The Trust Board appoint a safeguarding Trustee.

The Trust Board receives a termly safeguarding compliance assurance report in order to track the impact and risk at each level of governance/management.

4.2 The Role of the CEO and Executive Team

The CEO and Executive Team develop and keep under continuous review Child Protection and Safeguarding Policy to advise the Trust Board.

The CEO and Executive Team receive compliance reports from Local Committees and advise the Trust Board on risks to the Directors and to the Trust generally and collate the safeguarding assurance dashboard using this information.

The CEO and Executive Team recommend systems to support individual schools to mitigate risk to the Directors and the Trust generally.

The CEO and Executive Team ensure local committee named members for safeguarding and for Looked After Children receive appropriate training to fulfil their role in monitoring the provision for and effectiveness of safeguarding including the implementation of policy and to check that all requirements are in place, in line with the trust assurance framework.

4.2 The Role of the Trust Safeguarding Leadership Community and Lead DSL

The Network of CET DSLs meet termly to share good practice, review the challenges in schools, develop policy, curriculum, supervision opportunities and offer peer to peer support.

The group keep abreast of legislation and develop collaborative training opportunities.

The lead DSL will prepare a strategic report for the Safeguarding Trustee. The lead will be supported by the CEO and DCEO.

4.3 The Role of the Local Committee

Local committees will ensure that the school meets its statutory responsibility to ensure that the children and young people attending the school are safe. Safeguarding is everyone's responsibility and in their review of local policies and procedures, local committees will always consider the safeguarding perspective.

Local committees will provide assurance around the safeguarding activities and procedures in schools by:

- Appointing a named governor for safeguarding who will, annually (and as directed by the Trust Board through the CEO) review the safeguarding policy and other related policies to ensure that all committee members are fully informed.
- Annually review the LSCB/Safeguarding Partnerships Safeguarding Audit completed by the school and identify risks.
- Reviewing the termly 'Safeguarding Report' produced by the DSL as a standing item on LGB meetings.

- Designated governor(s), with responsibility for safeguarding, meeting with the DSL/DSL teams termly to review anonymised case studies of safeguarding referrals and to provide assurance of safeguarding processes.
- Working with the Headteacher to ensure that recruitment procedures are in line with those outlined in 'Keeping Children Safe in Education' and to review the Single Central Register at least termly.

The local committee will appoint a named governor for Looked After Children who should follow up the provision for pupils, including the support of external agencies and their progress. The Local Authority as the corporate parent provides updates/conferences for those with LAC responsibility.

4.4 The Role of the Headteacher

In all trust schools the Headteacher retains overall responsibility for the safeguarding of all children and young people within the school.

The Headteacher will ensure that CET policies and procedures and particularly concerning referrals of cases of suspected abuse and neglect, are followed by **all** staff. The headteacher will either be the designated safeguarding lead (DSL) themselves or will delegate the responsibility to the appropriately trained member of staff.

The Headteacher will ensure that all staff are aware of how safeguarding is weaved into whole school policies and procedures and make sure this is explained to staff as part of whole school induction and training including the whole school behaviour policy, attendance policy and staff code of conduct.

The Headteacher may nominate a member of the Senior Leadership Team to act as the whole-school Designated Safeguarding Lead. However, the Headteacher still retains overall responsibility.

In a large school it is good practice to have more than one designated teacher working with the whole-school Designated Teacher.

Headteachers may nominate a non-teaching member of staff to support the safeguarding team acting as a Safeguarding Officer.

4.5 The Role of the whole-school Designated Safeguarding Lead

- Will be a senior member of staff from the school leadership team with appropriate authority
- Will undergo training to ensure the skills and knowledge required to carry out the role. This training will be updated every 2 years and at regular intervals at least annually.
- To have an overview of all ongoing child protection concerns.
- To manage the overarching systems that underpin CP e.g. storing of information and systems of communication.
- To inform the Headteacher of any issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.
- To ensure the school's policies are reviewed annually in line with CET policy and communicated to all staff and parents.
- To collate records to report to the headteacher and Local Committee.
- To ensure all school staff receive regular and appropriate child protection training (including all new staff as part of their induction) including safer recruitment training for relevant staff.
- To lead and manage the Safeguarding Team (if applicable).
- To refer all cases of suspected abuse to the appropriate Local Authority MASH.
- To follow up their concerns if they are not satisfied with the local authority MASH response.
- To contact the Police (in cases where a crime may have been committed).
- To ensure that safeguarding arrangements for any students placed in an alternative provision are robust and follow statutory guidance.
- To ensure that where students are engaged in 'Home-stays'/exchange visits that appropriate safeguarding checks have been carried out including enhanced DBS checks where appropriate.
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral, by liaising with relevant agencies.

- To promote outcomes for vulnerable children with all staff.
- To ensure staff are aware of issues affecting children so that they are able to anticipate reactions during lesson delivery about safeguarding or relationships.
- To keep detailed, accurate, secure written/electronic records of concerns and referrals.
- To make referrals for Early Help Assessments.
- To manage ongoing child protection cases, post referral.
- This will involve:
 - A suitable member of the Safeguarding Team allocated as the key contact for social workers and to liaise regularly.
 - Ensuring that the school Safeguarding Team attend child protection conferences and core group meetings.
 - Linking with the local LSCB/Safeguarding Partnerships.
- The CET expects that the DSL will lead on ensuring local procedures, signposting, protocols are in place, including*:
 - Safeguarding on a Page
 - IT Portal links to Safeguarding on a Page
 - *This list is not exhaustive – DSLs should signpost appropriately to context
 - A Visitors Guide
 - Ensure local arrangements for training, implementation and regular review of effectiveness of ICT filtering and monitoring systems and processes are in place in line with CET ICT and Online Safety and AI policies.

4.6 The Role of Designated Teachers (if applicable)

- To refer all cases of suspected abuse to the appropriate Local Authority MASH.
- To follow up their concerns if they are not satisfied with the Local Authority MASH response.
- To contact the police (in cases where a crime may have been committed).
- To liaise with the School Designated Safeguarding Lead.
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- To keep detailed, accurate, secure written/electronic records of concerns and referrals using CPOMS.
- To make referrals for Early Help Assessments.

4.7 The Role of the Safeguarding Officer (if applicable)

To lead on the following:

- Linking with the local LSCB/Safeguarding Partnerships to make sure staff are aware of training opportunities and the latest local policies on safeguarding. This should then be disseminated.
- Where children leave the school, to ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit. Confirmation of receipt should be obtained. Where appropriate, information that would allow a new school/college to prepare for support to be in place prior to student's arrival will also be shared.
- To lead the school's involvement in the Early Help Assessment Process.
- To support the work of the whole-school safeguarding lead and the designated safeguarding leads. Working under the direction of the designated safeguarding leads this will include:
 - To support safeguarding leads in keeping detailed, accurate, secure written records of concerns and referrals.
 - To speak with students to follow up concerns (if required).
 - To liaise with parents (when appropriate) regarding concerns.
 - To make all referrals to MASH and the police.
 - To report any students 'missing from education' to the appropriate Local Authority Attendance Service

Under the direction of the designated safeguarding leads, to manage ongoing child protection cases post referral. This will involve:

- To be the key contact for social workers and to liaise regularly.
- To attend child protection conferences and core group meetings.

4.8 The Role of the Teacher Training and Development Leaders

To ensure that all ITT trainees receive relevant Child Protection and Safeguarding training.

To ensure that host schools and mentors provide specific local Child Protection training for placements.

To ensure that agreements with host schools include the requirement for trainee teachers to receive Safeguarding training relevant to their placement.

To deliver a relevant high quality expectation code of conduct training, ensuring that teacher trainees are aware of the teacher's responsibilities for safeguarding with reference to Legislative documents (Keeping Children Safe in Education), Teacher Standards and individual school context.

4.9 All staff

All CET staff have a responsibility to read annually the CET Safeguarding and Child Protection Policy and to read part 1 of Keeping Children Safe in Education – Statutory guidance for schools and colleges.

All CET staff have a responsibility to provide a safe environment in which children can learn and to listen to children without judgement and to take them seriously

All CET staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed, ensuring that children understand that they will be supported and kept safe

All CET staff must pass on any child protection concerns to the appropriate Designated Safeguarding Lead. If the appropriate Lead is unavailable, any member of the Child Protection team outlined in this policy should be approached including the Headteacher. This initial concern should be done verbally on the same day that the concern arises. This should then be followed up in writing using the CPOMS software.

All staff can make referrals of suspected abuse to the appropriate Local Authority MASH or police if they feel this is necessary (telephone numbers are included in this policy).

In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

All CET staff have specific responsibilities around attendance, A child going missing from education is a potential indicator of abuse or neglect. All staff have a responsibility to alert the appropriate Designated Safeguarding Lead if a student goes missing from education.

Internal truancy / going missing during the school day is an indicator of abuse including child sexual exploitation. All staff have a responsibility to alert the Designated Safeguarding Lead if a student internally truant / goes missing during the school day.

All staff should be aware of how safeguarding is threaded through all systems within their school and be familiar with the school's behaviour and rewards policy, the attendance policy and the staff code of conduct.

5. Designated Safeguarding Leads

	Headteacher with overall responsibility	Designated whole school lead – if applicable	Additional designated leads – if applicable	Non-teaching Safeguarding officer -if applicable
The Blue Coat School	Robert Higgins Headteacher	Tori Thompson-Boyle Deputy Headteacher	Fiona McMahon Deputy Headteacher Lauran Underwood	Amber Ryan / Ruhee Ahmed Family Liaison and

			SENDCO David Kelly Assistant Headteacher Matthew Lockett Assistant Headteacher Jacqui Barnes Director of Sixth Form Safeguarding lead for KS5	Safeguarding Officers
Mayfield Primary School	Mark Couper-Barton Executive Headteacher	Sarah Davies Head of School	Paul Roberts Deputy Headteacher Lauren Alderson Assistant Headteacher Jess Collett Assistant Headteacher/SENDCO	Alan Humphries Attendance and Persistent Absence Nicola Carroll Executive Business Gill Stanley Pastoral Officer Manager
East Crompton St George's	Amanda Robinson Headteacher			Nicola Lord HLTA
St Anne's Academy	Chris Heyes Headteacher	Andrew Chapman Deputy Headteacher		Donna Beconsall Safeguarding and Welfare Officer
Brian Clarke CE Academy	Allison Ash Headteacher	Mary Skillings Deputy Headteacher	Mrs S Coleman Assistant Headteacher	Mrs Joanne Ritchie Safeguarding and Welfare Officer Ms Danielle Wilson Senior Pastoral Officer Year 7 Ms Joanne Jervis Senior Pastoral Officer Year 8 Mr Tom Wild Senior Pastoral Officer Year 9
St John's Thornham CE Primary	Rebecca Hunter Headteacher		Heather Browne Deputy Headteacher	
Rhodes Green CE	Chloe Noon Headteacher		Kate Morris Deputy Headteacher	

Primary School				
St Matthew's CE Primary School	Simon Buxton-Moore Headteacher		Mat Hanley-Wood Deputy Headteacher, Curriculum Jen Fellone Deputy Headteacher, SEND/SEMHS	Kelly McCarthy Pastoral Support Vicki Booth Senior Administrator
Radclyffe School	John Cregg Headteacher	Michelle Bennett Deputy Headteacher	Jacqueline O'Brian Associate Assistant Headteacher Gulnar Ara Assistant Headteacher /SEND/CO	Claire Imeson Deputy Designated safeguarding Jade McGillick Assistant Deputy Safeguarding Lead Nasima Begum Family Support Worker Martha Davies Lead Learning Mentor Kai Keogh LAC Coordinator Andrew Lunt Year Manager Heather Hunt Year Manager Angela Chrisham Education Welfare and Attendance Manager David Tootill Alternative Provision Manager
Saddleworth School	Sheldon Logue Headteacher	Regena Battaglia Deputy Headteacher / DSL		Joely Leach Deputy Designated Safeguarding Lead/Pupil Support Provision Coordinator

6. What staff should look out for

6.1 Key signs of abuse

All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All staff should refer to the signs of abuse outlined in the Department Of Education publication '[what to do if you're worried a child is being abused: advice for practitioners](#)' March 2015 - see [Appendix 1](#) for key extracts. In addition, there is good advice provided on the [NSPCC website](#).

All staff should be aware of the additional complexities and vulnerabilities that may exist when identifying students with SEND. In particular that their behaviour, mood and injury may relate to possible abuse and not just their SEND need.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected – or they may not recognise their experiences as harmful.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of school.

All staff, especially DSLs should consider whether children are at risk of abuse or exploitation outside of their families including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

All staff should maintain an attitude of 'it could happen here' where safeguarding is concerned.

All staff should be aware that children in Alternative Provision often have complex needs and are often at additional risk of harm.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to a Designated Safeguarding Lead. In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH.

All schools should have robust systems in place for the early identification, ongoing monitoring, and timely support of children who are most vulnerable or at increased risk of safeguarding concerns. This includes children with additional needs, those in alternative provision, those experiencing adversity outside of school, and those who may have limited or no verbal communication. Provision must ensure that non-verbal students are effectively supported through appropriate communication strategies, observations, and trusted adult relationships. These systems should include clear referral pathways, proactive use of Early Help Assessments, and coordinated multi-agency working to ensure swift and effective intervention.

6.2 Indicators of Abuse:

Extract from Keeping Children Safe in Education – Statutory guidance for schools and colleges

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or

community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

6.3 Specific safeguarding issues

In addition to being vigilant of the signs of neglect, sexual abuse and child exploitation, physical abuse and emotional abuse (see [Appendix 1](#)) all staff should also understand the risks presented by:

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage – See [Appendix 3](#) for more detailed information
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation

- relationship abuse
- criminal exploitation of children (county lines)
- homelessness
- children with family members in prison
- Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as youth produced sexual imagery, sexting, image based sexual abuse)
- Consensual and nonconsensual sharing of self-generated intimate images including those generated using AI e.g. deepfakes and/or videos
- trafficking
- sexual violence and sexual harassment – see Keeping Children Safe in Education (Part 5)
- Peer on Peer /child on child abuse
- Serious violence

6.4 Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or at risk of suffering abuse, neglect or exploitation. Staff should be aware of how these experiences can impact on their mental health, behaviour and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour may indicate that they may be experiencing a mental health problem or are at risk of developing one. Possible indicators may include:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).²

Mental health problems in some cases can develop into safeguarding concerns, including self-harm or risk of suicide. If staff have a mental health concern about a child that is also a safeguarding concern this should be referred to the Safeguarding Team for professional judgement and to maintain the safeguarding perspective for children with mental health problems.

6.5 Child on Child Abuse

Members of staff should be aware that children and young people are vulnerable to physical, sexual and emotional bullying by their peers. Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult. It should not be dismissed as 'banter' or 'part of growing up'.

This may include:

- Sexual Violence and harassment.
- Physical abuse
- Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as youth produced sexual imagery, sexting, image based sexual abuse)
- Initiation/hazing type violence and rituals.
- Abusive behaviours linked to misogyny, misandry or other harmful attitudes, including those influenced by online content, social media or wider peer group norms

Staff should recognise the gendered nature of peer on peer abuse i.e. that it is more likely that girls will be the victims and boys the perpetrators, including where harmful gender norms, stereotypes or misogynistic views underpin behaviour, but that all peer on peer abuse is unacceptable and should be reported to the designated safeguarding lead or other nominated member of staff mentioned in this policy including the Headteacher.

² [Mental Health and Behavior in Schools 2018](#)

Staff should be aware that online environments can normalise harmful behaviours and narratives, including misogyny and sexual harassment, these may manifest in school or between pupils. Such behaviours should always be treated as safeguarding concerns,

Staff should be alert to the possibility that a child or young person who has harmed another may also be a victim and therefore have unmet needs themselves. However, the interests of the victim must always be the paramount consideration, and staff should be alert to the fact that there is likely to be a risk to children other than the current victim.

Following a referral about potential abuse by a young person at school a risk assessment will be carried out by the DSL or other designated member of the safeguarding team. This will consider the risk posed to other pupils and ensure appropriate measures are in place to protect them and keep them safe. This risk assessment will be recorded and will be reviewed regularly.

The DSL or other designated member of the safeguarding team will carefully consider any report. They will consider the wishes of the victim; the nature of the allegation; the ages of the young people involved; any contextual information and any potential ongoing risks to the victim or other students before deciding on the appropriate course of action.

Based on these assessments they will take the most appropriate course of action which may include:

- Use school systems to support the victim and the perpetrator using pastoral and the behaviour systems within school.
- Make referrals to appropriate external agencies.
- Pursue an Early Help referral with the victim and/or perpetrator and their families.
- Make a referral to social care through MASH.
Make a report to the Police.

All staff should also be aware that other safeguarding issues can manifest themselves via peer on peer abuse.

It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them

6.6 Female Genital Mutilation

All school staff should be aware of the range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multi-Agency Practice Guidelines - see [Appendix 2](#) for the relevant extract.

If staff have any concerns regarding FGM they must follow school safeguarding procedures i.e. immediately speak to a Designated Safeguarding Lead who will make appropriate referrals to social care and to the police.

Teachers³ also have a personal statutory duty under section 5B of the Female Genital Mutilation Act 2003 (as inserted sec 74 of the serious crime Act 2015) to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

6.7 Preventing Radicalisation/Extremism

6.7.1 What is extremism?

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Extremism can be both violent and non-violent.

³ Defined as any member of Trust staff for the purposes of this policy

6.7.2 What is radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

6.7.3 The link between radicalisation/extremism and safeguarding

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As with managing other safeguarding risks, staff should be alert to changes in a student's behaviour which could indicate that they may be in need of help or protection. If staff have any concerns about a young person's safety they should speak to a Designated Safeguarding Lead.

6.7.4 Procedures in place for protecting students at risk of radicalisation

6.7.4.1 Teaching British values within the curriculum

Our schools teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. We actively promote community cohesion and British values across all curriculum areas.

6.7.4.2 Visiting speakers

All visiting speakers that visit school should be fully checked to ensure they are suitable. All staff and students who wish to invite visiting speakers into school must get permission from the Headteacher or (secondaries only) a Deputy Headteacher who will ensure necessary checks are carried out. All visiting speakers must be supervised by at least one member of teaching staff.

6.7.4.3 Student clubs / groups

All student clubs and groups must have approval from the Headteacher or (secondaries only) a Deputy Headteacher and a member of school staff should be present for supervision.

6.7.4.4 ICT

Our internet filtering and monitoring controls in all our schools ensure all students are safe from terrorist and extremist material when accessing the internet in school.

Our E-safety education with students, parents and staff includes the risks of online radicalisation.

6.7.4.5 Staff Training

Understanding the risk factors and signs of radicalisation is part of the ongoing safeguarding training of all staff, including awareness of filtering and monitoring. Selected Safeguarding Leads will have Prevent Awareness training and are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

6.7.4.6 Where we have concerns

If we have safeguarding concerns regarding a young person, the Designated Safeguarding Leads will make an appropriate referral. This could include a referral to Channel or MASH.

6.8 Child Sexual Exploitation

All staff receive training to recognise the signs and indicators of child sexual exploitation (CSE) and understand that CSE is a form of child abuse. Staff follow the procedures as set out in Keeping Children Safe in Education and local safeguarding partnership guidance. Examples of indicators are included in [Appendix 4](#) and should not be regarded as an exhaustive list.

Attendance is closely monitored, and all staff understand that students who go missing from education or truant during the school day are potentially vulnerable to CSE and therefore should be reported to the appropriate Safeguarding Lead.

6.9 Child Criminal Exploitation

Staff should be aware of the potential indicators that a child is being criminally exploited. Children can become trapped as perpetrators threaten them and their families, they may also coerce them into debt. They may

also be coerced into carrying weapons. As children involved in CCE often commit crimes themselves, their vulnerability as victims is not always recognised. The experience of girls who are criminally exploited can be very different to that of boys, the indicators are not always the same, but staff should be aware that girls are at risk of CCE too.

6.10 Modern Slavery

Modern slavery is the illegal exploitation of people for personal or commercial gain. It covers a wide range of abuse and exploitation including sexual exploitation, domestic servitude, forced labour, criminal exploitation and organ harvesting.

Victims of modern slavery can be any age, gender, nationality and ethnicity. They are tricked or threatened into work and may feel unable to leave or report the crime through fear or intimidation. They may not recognise themselves as a victim.

6.11 Sexual violence and sexual harassment between children

Staff will be required to be aware of the latest advice, in part 5 of KCSIE about child on child sexual harassment and violence. All staff have a role to play in preventing it and responding to **all** concerns where they believe a child may be at risk from it, including incidents outside the school and or online, and report to the appropriate Safeguarding Lead.

The trust has a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Dismissing or tolerating inappropriate behaviour risks normalising them.

Staff will be aware that children with SEND are three times more likely to be abused than their peers. Any reports of abuse involving children with SEND should require close liaison with the DSL and the SENDCO.

Children who are lesbian, gay, bi or trans (LGBT) can be targeted by their peers and in some cases a child who is perceived by their peers to be LGBT can be just as vulnerable as children who identify as LGBT.

6.12 Serious Violence

Staff will be aware of the indicators that may signal children are at risk from or are involved with serious violent crime, these may include unexplained gifts or new possessions, absence from schools, changes in friendships or relationships with older individuals, significant decline in performance, signs of self-harm, change in wellbeing or signs of assault or unexplained injuries.

Staff will be aware of the risk factors which increase the likelihood of involvement in serious violence such as being male, frequent absence, permanent exclusion, being involved in offending.

Staff should report concerns about a child carrying a weapon, using a weapon or expressing intent to use one to the DSL. The DSL should assess the risk and take appropriate action including any action needed to de-escalate peer conflict.

6.13 Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

All our schools take part in [Operation Compass](#) and DSLs are identified and able to receive and manage domestic abuse notifications.

6.14 Familial Harm and the Home Environment

A significant proportion of safeguarding concerns arise within the family environment. Children may experience harm from parents, carers, or other adults or children within the home, including through abuse, neglect, or exposure to adverse family circumstances. These may include, but are not limited to, domestic

abuse, parental mental ill health, substance misuse, coercive or controlling behaviour, and cumulative neglect.

Staff must remain alert to the impact of these factors on a child's safety and wellbeing and understand that children may not always disclose harm directly. A child's behaviour, presentation, attendance, or emotional response may reflect their lived experience within the home. All concerns must therefore be considered within the context of the child's family situation, and staff should use professional curiosity to explore and record relevant background information.

When responding to safeguarding concerns, staff and leaders must consider whether informing parents or carers could place a child at increased risk of harm. The DSL will take account of the family context, seek appropriate advice where necessary, and ensure that decisions prioritise the safety and welfare of the child at all times.

7. Child Protection Procedures

Individual school procedures for safeguarding children will be in line with Local Authority and LSCB/Safeguarding Partnerships child protection procedures.

Multi-agency working is a central part of safeguarding practice, and all staff are expected to work collaboratively with partners as routine, not by exception. Effective information sharing and coordination are essential and part of a proactive engagement process.

7.1 How staff should respond to a child protection concern

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that the abuse may have occurred, must report it immediately to the appropriate Designated Safeguarding Lead. If the appropriate lead is unavailable, any member of the Child Protection team outlined in this policy should be approached.

This initial concern should be done verbally on the same day that the concern arises. This should then be followed up by a written concern via CPOMS (see section 7.6)

All staff can make referrals of suspected abuse to the appropriate Local Authority MASH or police if they feel this is necessary. Contact details of Local Authority MASHs are contained below.

7.2 Actions of the Designated Safeguarding Lead

Individuals with concerns about a child share these with the designated safeguarding lead. The designated safeguarding lead records all concerns raised by staff on the Safeguarding Log.

The individual with concerns may refer to MASH / the Police directly in exceptional circumstances such as in emergency or a genuine concern that appropriate action has not been taken. Where concerns are raised the DSL and safeguarding team will use the guidance in Keeping Children Safe in Education (see extract below) to support in the assessment of any appropriate actions following a referral.

If it is decided that a referral is necessary, the appropriate Safeguarding Lead or another designated member of staff will immediately refer cases of suspected abuse or allegation to the Multi-Agency Safeguarding Hub (MASH team). If students are from out of borough the relevant Social Services Safeguarding Team will be contacted.

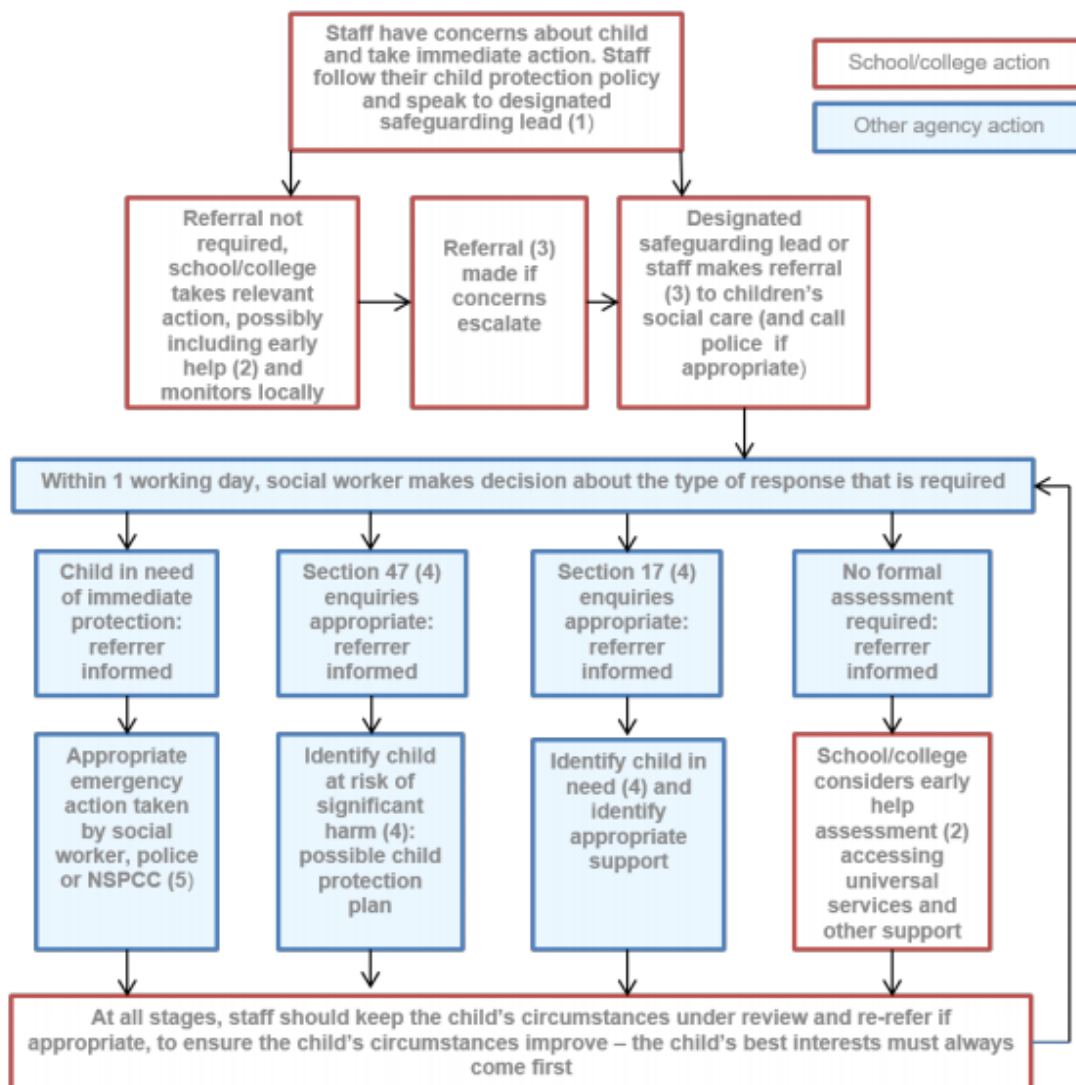
Any allegations regarding staff members (including supply teachers or volunteers) must follow the Trust Policy "Allegations of Abuse against Staff" and be referred immediately to the Headteacher. This includes low-level concerns. Any allegations regarding the Headteacher must be referred to the Chief Executive Officer. Allegations against the CEO must be referred to the Chair of the Trust Board, or Vice-Chair if the Chair is not available. Allegations include staff who have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

[Report child abuse to a local council using this online tool or the contact details below.](#)

Actions where there are concerns about a child



OLDHAM

0161 770 7777

child.mash@oldham.gov.uk

adult.mash@oldham.gov.uk

MANCHESTER

0161 234 5001

mcsreply@manchester.gov.uk

DERBYSHIRE (GLOSSOP)

01629 533 190

ROCHDALE

0300 303 0440

childrensservices1@rochdale.gov.uk

TAMESIDE

0161 342 4101 (Safeguarding hub) & 0161 342 4477 (Social Services Duty Team)

BURY

0161 253 5678

childwellbeing@bury.gov.uk

A telephone referral should be followed by a written record of the referral which will be emailed to the MASH team (using the LSCB/Safeguarding Partnerships multi-agency referral form) as soon as possible and within the school day.

7.3 Sharing information with parents

Schools within the CET will always undertake to share information with parents/carers where there is an intention to refer a child to statutory services unless to do so could place the child/ young person at greater risk or harm or impede an investigation by statutory services. (See LSCB/Safeguarding Partnerships Guide to 'Making a Child Protection Referral')

7.4 Information sharing between practitioners and local agencies

School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children. Staff should have due regard to the CET's Data Protection Policy and the principles which allow them to share (and withhold) personal information.

Data protection laws (i.e. The Data Protection Act 2018, the UK GDPR and the Data Use and Access Act 2025) do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. All staff should know the issues affecting children and be in a position to anticipate the reactions for some children as curriculum areas are taught such as safeguarding, relationships, sex and relationships.

7.5 What to do if a student talks to you about abuse

It should be recognised that a child or young person may seek you out to share information about abuse or neglect or talk spontaneously individually or in group when you are present. In these situations you should:

- Listen carefully to the child; do not directly question them.
- Allow the child the time to give an account; do not stop a child from recalling events.
- After speaking to the child, make an accurate record of concerns in writing.
- Reassure the child that they were right to tell

- Explain that you cannot promise not to speak to others but will only pass on the information to those who need to know.
- Where a disclosure includes an online element be aware of the '**searching screening and confiscation**' advice for school. In particular, the key consideration is for staff not to view or forward illegal images.
- Pass the concern directly to the appropriate Designated Safeguarding lead or available member of the Child Protection Team outlined in this policy.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

7.6 Record Keeping

Any members of staff receiving a disclosure of abuse or noticing signs or indicators of abuse must make an accurate written record as soon as possible noting what was said or seen, putting the event in context, a clear comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome and saving the date, time and location. All records of concerns or disclosures of abuse should be made using CPOMS.

Any safeguarding records which sit outside of CPOMS must be kept confidentially and securely. This may be in a locked cupboard or on a secure digital drive. They are kept separate from pupil records. All files should start with a chronology sheet.

An indication of further record keeping is marked on pupil records.

If a pupil transfers from the school those files will be copied and forwarded within five working days to the pupil's new school marked confidential and for the attention of the receiving school's designated safeguarding lead person.

7.7 Online Safety

The CET approach to online safety is set out in the separate Online Safety & AI policy forms part of its whole school safeguarding approach. Schools are empowered to educate and protect children and staff in their use of technology through curriculum provision, staff training, and proportionate filtering and monitoring across the central ICT network..

Online safety risks are recognised as dynamic and are considered across four categories: **content, contact, conduct and commerce**, including emerging risks relating to misinformation, online exploitation, AI-generated content and financial scams. Headteachers take account of the age and needs of pupils when determining access to systems and the delivery of online safety education.

Safeguarding and child protection remain paramount in remote education. Staff must ensure online environments are safe, maintain clear professional boundaries, and reinforce expectations of appropriate behaviour in all virtual interactions

Headteachers consider the age range of children in how often they access the IT system and in determining appropriate online safety education. Headteachers will oversee policies relating to mobile phones and personal devices ensuring that their schools are mobile phone free environments by default, deciding how to do this in their context.

8. Opportunities to teach safeguarding

As part of providing a broad and balanced curriculum we teach all students about safeguarding including on-line safety, in an age-appropriate way. This is done through a range of subjects, including through Relationships Education (primary) and Relationships and Sex Education (secondary) and includes teaching children about responsible and safe use of the internet and social media. It also includes guidance and support on developing healthy relationships. Teachers recognise that a one size fits all approach may not be appropriate for all children and a more personalised or contextualised approach for more vulnerable children,

including the cohort of children in Alternative Provision, victims of abuse and some SEND children might be needed.

A whole school/trust approach to preventative education is driven by a clear set of values which are threaded through all aspects of school provision. The development of programmes is strengthened through CET leadership communities (TLCs). Programmes will tackle, at age appropriate stages, issues such as:

- supporting children to develop the skills that form the building blocks of all positive relationships
- healthy and respectful relationships
- boundaries, consent and kindness in relationships
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to – all forms of sexual harassment, and abuse, and how to access support,
- what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it, and
- understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help.
- Helping children to recognise unhealthy home situations and how to seek help safely

9. Training and support

The Headteacher and all other staff who work with children will undertake appropriate child protection awareness training, including on-line training (which includes among other things an understanding of the roles and responsibilities in relation to online filtering and monitoring), to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at regular intervals as set out in “Keeping Children Safe in Education” .

Schools will ensure that the designated persons undertake refresher safeguarding training every two years to keep knowledge and skills up to date.

All staff (including governors and trustees) will receive child protection/safeguarding training, including on-line training, when first appointed as part of their induction.

We recognise that staff working in school who may have become involved with a child who has suffered harm or appears likely to suffer harm may find the situation upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support if required.

10. Allegations against a member of staff (including low level concerns)

There is a separate trust policy which deals with allegations of abuse against members of staff (including low level concerns). Issues or concerns should be reported to the Headteacher. In the event of an allegation of abuse being made against the Headteacher, allegations should be reported directly to the Chief Executive Officer. Allegations against the CEO must be reported to the Chair or Vice Chair of the Trust Board through the Clerk by emailing info@cranmeredt.org

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues (including supply staff and volunteers).

This includes staff members who have behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All staff should be familiar with the Safeguarding Concerns or Allegations Made Against Staff Policy and the Staff Code of Conduct which can be found on SharePoint.

11. Safer working practice and safer recruitment

Staff have access to advice on the boundaries of appropriate behaviour. The document "[Guidance](#) for Safer Working Practice for Those Working With Children And Young People in Education Settings (Safer Recruitment Consortium 2022) provides advice on this and circumstances which should be avoided in order to limit complaints against staff of abuse, and/or allegations of physical or sexual abuse. These matters are referred to in the staff code of conduct and forms part of the staff induction process.

The CET is committed to safer recruitment and ensuring the suitability of all staff working within The Cranmer Education Trust. Appropriate staff within all schools will undertake safer recruitment training.

The CET ensures that safe practice is followed in checking the suitability of all staff, governors and trainee teachers. Pre-employment checks outlined in the DfE publication 'Keeping Children Safe in Education Statutory Guidance for Schools and Colleges including identity, eligibility to work, health and qualification checks, and professional references are sought prior to appointment. Relevant DBS checks (including a barred list check if applicable) are undertaken and in addition, teaching staff are checked against the Teacher Regulation Agency database to ensure they are not prohibited from teaching. Those engaged in management positions, including Trustees, will also be subject to a S128 check (to see whether a person is banned from being involved in the management and or governance of a school). As part of the shortlisting process headteachers inform candidates that they may carry out an online search as part of their due diligence to help identify any incidents or issues that have happened, and are publicly available online, which they may want to explore with the applicant at interview.

All agency supply staff are required to provide confirmation that all statutory checks have been carried out and are required to supply DBS clearance information prior to commencing work at the school.

Visitors or contractors who visit CET schools are appropriately risk assessed. The identity of visitors/contractors is checked on arrival. Any member of staff inviting contractors or visitors onto CET school premises must inform HR in advance to ensure DBS checks can take place if appropriate. Any visitor or contractor for whom a DBS check has not been undertaken will be supervised at all times if they are likely to come into contact with children or young people.

Many facilitators and other representatives who are engaged in a professional role through the teacher training and development organisation are not all directly employed by the CET. Headteachers of schools who receive visits from these representatives should use their professional judgement about checking identity and the need to escort or supervise. For those representatives whose work is classed as 'regulated activity', for example Appropriate Body quality assurers, the CET will obtain annual assurance from employers that statutory checks and DBS checks have been undertaken and will provide a letter of assurance as such to schools. It is ultimately the receiving school's responsibility for the safety procedures around all visitors.

Volunteers undergo identity checks and are risk-assessed against 'regulated activity' guidance. These risk assessments are recorded by the school as part of their safeguarding procedures. Where deemed necessary the appropriate level of DBS check is undertaken.

Each school, plus the SCITT must hold an electronic Single Central Record containing all safer recruitment and safeguarding checks. The record will be checked by central HR and must be readily accessible to the Chief Executive Officer, Deputy Chief Executive Officer, Headteacher, designated staff and the designated Safeguarding governor.

Where lettings or activities take place on school premises that are outside the responsibility of the school, (e.g. community groups or sports clubs) the lettings contract must include a condition of use which complies with [Keeping children safe in out of school settings](#).

12. Appendices

Appendix 1 - Extracts from Department for Education publication '[what to do if you're worried a child is being abused: advice for practitioners](#)' March 2015

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

9. There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to. *Working Together to Safeguard Children* (2015) statutory guidance sets out full descriptions.

Physical abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries.
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts.
 - burns or scalds; or
 - bite marks.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse, and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'.
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual abuse and exploitation

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

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). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have.
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Child sexual exploitation 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 doesn't 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.

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 don't take part in education.

Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe.
- Children who are hungry or dirty.
- Children who are left without adequate clothing, e.g., not having a winter coat.
- Children who are living in dangerous conditions, i.e., around drugs, alcohol or violence,
- Children who are often angry, aggressive or self-harm,
- Children who fail to receive basic health care and
- Parents who fail to seek medical treatment when their children are ill or are injured.

CHAPTER THREE

IDENTIFYING GIRLS AND WOMEN AT RISK

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl or woman being at risk of FGM, or already having undergone FGM. **There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.**

Victims of FGM are likely to come from a community that is known to practise FGM – see Section 2.5 for the nationalities that traditionally practise FGM.

Provided that the mutilation takes place in the UK, the nationality or residence status of the victim is irrelevant.

Professionals should also note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

3.1 SPECIFIC FACTORS THAT MAY HEIGHTEN A GIRL'S OR WOMAN'S RISK OF BEING AFFECTED BY FGM

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

3.2 INDICATIONS THAT FGM MAY BE ABOUT TO TAKE PLACE SOON

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it (See Appendix B for commonly used terms in different languages).
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.5 for the nationalities that traditionally practise FGM).
- Parents seeking to withdraw their children from learning about FGM.
- from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

3.3 INDICATIONS THAT FGM MAY HAVE ALREADY TAKEN PLACE

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman affected can be supported to deal with the consequences of FGM (see Sections 2.10 and 2.11).
- enquiries can be made about other female family members who may need to be safeguarded from harm.
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away

Appendix 3 - Guidance on Forced Marriage

Extract from 'Keeping Children Safe in Education'

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with chapter 8 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmufco.gov.uk.

Possible Indicators:

- Going missing from home or school
- Persistent absence
- Older or controlling relationships
- Unexplained gifts or money
- Increased secrecy
- Excessive online activity
- New phones or multiple devices
- Drug or alcohol misuse
- Emotional or behavioural changes
- Criminal exploitation/offending linked to exploitation

Remember

- Any child can be exploited.
- CSE can happen online or offline.
- Children rarely identify themselves as victims.
- Indicators should be considered together, not in isolation

Report concerns immediately to the DSL. Do not investigate. Record concerns factually and follow your school's safeguarding procedures

[DFE Guidance: Child Sexual Exploitation](#)

