



COX GREEN SAFEGUARDING BOOKLET

2019/2020

Introduction

The issue of safeguarding our young people is one which Cox Green has always taken extremely seriously. Indeed, it is always a key item on the first Staff Professional Development Day of each academic year. At Cox Green school we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes social, physical and moral development of the individual child. All staff recognise when young people are at risk and how to access help if it is needed.

The following notes are based upon the statutory guidance for schools and colleges - *Keeping children safe in education* (September 2019)

Should a child suffer significant harm, or be likely to do so, Cox Green will do all it can to take action to protect him or her. Action will also be taken to promote the welfare of a child in need of additional support, even if he or she is not suffering harm or at immediate risk.

Safeguarding is not just about protecting children from deliberate harm, but also includes the following issues:

<input type="checkbox"/> pupils' health and safety	<input type="checkbox"/> meeting the needs of pupils with medical conditions
<input type="checkbox"/> bullying (including cyberbullying)	<input type="checkbox"/> providing first aid
<input type="checkbox"/> children missing education	<input type="checkbox"/> fabricated or induced illness
<input type="checkbox"/> child missing from home or care	<input type="checkbox"/> drug and substance misuse
<input type="checkbox"/> child sexual exploitation (CSE)	<input type="checkbox"/> educational visits
<input type="checkbox"/> domestic violence	<input type="checkbox"/> intimate care
<input type="checkbox"/> female genital mutilation (FGM)	<input type="checkbox"/> internet safety

<input type="checkbox"/> forced marriage	<input type="checkbox"/> school security
<input type="checkbox"/> gangs and youth violence	<input type="checkbox"/> faith abuse
<input type="checkbox"/> gender based violence	<input type="checkbox"/> fabricated or induced illness
<input type="checkbox"/> racist abuse	<input type="checkbox"/> mental health
<input type="checkbox"/> harassment and discrimination	<input type="checkbox"/> use of physical intervention
<input type="checkbox"/> private fostering	<input type="checkbox"/> extremism & radicalisation
<input type="checkbox"/> sexting (youth produced sexual imagery)	<input type="checkbox"/> trafficking
<input type="checkbox"/> county lines	<input type="checkbox"/> sexual harassment

Everyone who comes into contact with children and their families has a role to play in safeguarding children; school staff are particularly important as they are in a position to identify concerns early and provide help for children, thereby preventing concerns from escalating.

Key Staff

<u>Safeguarding Role</u>	<u>Name</u>	<u>Contact Details</u>
Senior Leader for Safeguarding	Danny Edwards	d.edwards1@coxgreen.com
Designated Safeguarding Lead (DSL)	Holli Blackburn	h.blackburn@coxgreen.com
Deputy Designated Safeguarding Lead	Jacqueline Bell	j.bell@coxgreen.com
SAFE Manager	Daniel Aston – Year 9 Melissa Bird – Year 8 Sharon Phelps – Year 7	d.aston@coxgreen.com m.bird@coxgreen.com s.phelps@coxgreen.com

Please feel free to raise any concerns directly with the named individuals at the School via the main switchboard: 0207 603 8478. If a member of staff is unavailable to speak to you at the time, please leave a contact number on which you may be reached.

Roles and Responsibilities of our staff

Due to day to day contact with students, staff are well placed to observe the outward signs of abuse. Students will often identify with an adult in the school as someone who will listen to their concerns and be supportive. All staff therefore:

- Keep the student's welfare as paramount;
- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to;
- Ensure students know that there are adults in the school whom they can approach if they are worried;
- Make it clear at disclosure by a student, that not all issues can be kept confidential as staff have a duty of care and must report any issues of alleged abuse or at risk behaviour;
- Report any issues to the members of staff responsible for Child Protection and complete a concern on our electronic system CPOMS.

- Receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Referring a child to Social Care if there are concerns about possible abuse or neglect. Anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.
- If a child is in immediate danger, or is at risk of harm, contact should be made with the SAFE team at Cox Green and a referral should be made to children's social care and/or the police immediately.
- All staff are also familiar with 'What to do if you're worried a child is being abused'.

Local Agencies

If you have concerns regarding a pupil, or any other young person, and believe them to be in immediate danger or at risk of harm, please contact the police and/or social services (see below)

Winsor & Maidenhead Local Safeguarding Children Board – 01628 683234
- lscb@rbwm.gov.uk

Slough Children Services Trust – 01753 690450 –

Types of Abuse

Categories of Abuse:

- Physical Abuse;
- Emotional Abuse (including Domestic Abuse);
- Sexual Abuse;
- Neglect.

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 persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may also occur alone.

Sexual abuse

This 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.

Neglect

This is described as 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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, 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);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour;
- Extreme anger or sadness;
- Aggressive and attention-seeking behaviour;
- Suspicious bruises with unsatisfactory explanations;
- Lack of self-esteem;
- Self-injury;
- Depression;
- Student missing from the education setting;
- Age inappropriate sexual behaviour;
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm;
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague);
- May require consultation with and / or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

Key Topics

Throughout the academic year our SAFE team are producing articles to be included in our parent newsletters and student's bulletin. These messages will be supported through our PSHE programme including assemblies and external speakers. These include:

- Bullying (including cyber)
- CSE
- FGM
- Internet Safety, Sexting and Social Media
- Drug or Substance misuse
- County Lines
- Racism
- Gangs and youth violence
- Faith abuse
- Forced Marriage
- Harassment and discrimination

Below are a brief introductory on the matters highlighted above:

Bullying:

Bullying is repeated behaviour which intentionally hurts another individual, whether physically or emotionally. The main types of bullying are:

PHYSICAL hitting, kicking, stealing or hiding belongings or money.

VERBAL name-calling, undue teasing, insulting, writing unkind notes.

INDIRECT being unfriendly, excluding, tormenting, spreading rumours, looks.

CYBER the use of electronic media as a means to any of the above, or to create and disseminate youth-produced sexual imagery

PREJUDICE-BASED any form of bullying which is racist, homophobic or anti-disability in nature

CSE:

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.

FGM:

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but there's no medical reason for this to be done. It's also known as female circumcision or cutting, and by other terms, such as sunna, gudniin, halalays, tahur, megrez and khitan, among others. FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It's illegal in the UK and is classed as child abuse. It's very painful and can seriously harm the health of women and girls and can also cause long-term problems with sex, childbirth and mental health.

Internet Safety:

Internet Safety, or Online Safety, is the knowledge of maximizing the user's personal safety and security risks on private information and property associated with using the internet, and the self-protection from computer crime in general. Updating students understandings on how to protect themselves on all platforms.

Drugs:

Schools have an important part to play in the prevention of young people misusing drugs. Drugs are generally split into three groups:

- Stimulants – such as Cocaine, Crack-Cocaine and Amphetamine
- Depressants – such as Alcohol, Heroin, Benzodiazepines and Volatile Substances (e.g. Solvents)
- Hallucinogens – Cannabis, LSD, 'Magic' Mushrooms

Not all drugs and substances people use are illegal – people can and do misuse legal products such as prescription drugs, 'over the counter' drugs or uncontrolled substances (such as alcohol, synthetic compounds, glue or solvents) by using them in a way that does not follow any legal or medical guidelines. For example, alcohol misuse has become a major social issue leading to serious health problems in recent years, with a negative impact on the cost of dealing with such problems.

County Lines:

'County-lines' is a form of modern-day slavery, where a young person has power exerted over them due to an imbalance in a relationship. It often begins with grooming, whereby a young person is given gifts or special treatment over a period of time (which can be days or months). At a point in the relationship the abuser asks for return payment, and the young person is now effectively in bondage to the abuser. Typically, a young person holds drugs for a person and issues them, they earn money in this way, until they are robbed of the drugs they are holding at which point they are now indebted to the abuser. The young person will be asked

to travel to different locations around the country to traffic drugs and hand them over to buyers using a mobile they have been given. Signs of such abuse include: changes in routine, changes in behaviour, looking dishevelled, mood-swings, tiredness, talk about travel, unexplained journeys, missing episodes, sudden & unexplained wealth. The victim should always go to the Police, who will consider the individual as a victim, rather than a perpetrator.

Racism:

Racism means you are subjected to abuse and harassment because of your race, colour or beliefs. There is a difference between racial discrimination and racism. Racial discrimination means being treated differently to someone else because of your race, perhaps by being told you cannot wear a turban if you are a Sikh, a yarmulka if you are a Jewish boy or hijab if you are a Pakistani girl.

Gangs and youth violence:

Gang activity is increasingly spreading from urban to suburban and rural areas, and youth violence is on the increase. Raising awareness and building resilience against the negative influences of gang life is crucial. Gang culture isn't an inner-city thing. Gangs travel and so this is a problem for every school to address.

Faith abuse:

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities in this country.

Forced Marriage:

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Harassment and discrimination:

Harassment is unwanted behaviour which you find offensive or which makes you feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination.

Flowchart of actions when there are concerns about a child:

