****

**LEAGRAVE PRIMARY SCHOOL**

**‘Striving for Excellence, Learning for Life’**

**SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES GUIDANCE**

**Ratified by Governors**

Date: 21st September 2022

|  |  |
| --- | --- |
| Document Status | |
| Author | D.Bastin |
| Date of Origin | 2020 |
| Revised | 2022 |
| Version | 2 |
| Review requirements | Annually |
| Date of next Review | September 2023 |
| Approval Body | Governing Body |
| Publication | School Website/ Staff Pack |

**Non-Statutory**

**SAFEGUARDING IN SPECIFIC CIRCUMSTANCES**

**CONTENTS**

|  |  |
| --- | --- |
| **Safeguarding in Specific Circumstances** |  |
|  |  |
| 1. Children who are Vulnerable to Extremism | 3 |
| 1. Female Genital Mutilation (FGM)/ Forced Marriage/ Modern Day Slavery | 5 |
| 1. Child on Child Abuse | 9 |
| 1. Sexualised Behaviours | 10 |
| 1. Gang Related Violence | 11 |
| 1. Youth Generated Sexualised Imagery | 12 |
| 1. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) | 15 |
| 1. Children in Specific Circumstances | 18 |
| 1. Children in Circumstances Which Make Them Especially Vulnerable.  * Mental Health * Homelessness * Domestic Abuse * Cybercrime * Additional Needs * LGBT | 19:  20  20  21  21  22 |

**This guidance must be read with the Leagrave Primary School Safeguarding Children and Child Protection Policy (2022)**

1. **Safeguarding in Specific Circumstances: Children who are Vulnerable to Extremism**

Leagrave Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to extreme Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism**.** Leagrave Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Leagrave Primary Schoolvalues freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school are the fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all women and men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.

**Risk reduction**

The school governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school’s profile, community and philosophy. In addition, the school Prevent Action Plan may be used to demonstrate how the organisation is fulfilling the prevent duty.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and Luton Safeguarding Children Board.

In accordance with the Prevent Duty, Debbie Bastin is the Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/ Designated Safeguarding Lead. Concerns must be recorded on the school’s safeguarding referral form.

If a child or young person is thought to be at risk of radicalisation advice will be sought from the Channel Team or the Multi Agency Safeguarding Hub. A referral will be made using the National Prevent Referral Form which will be sent directly to the Police. This form can be found in Appendix A.

In all cases, in accordance with advice provided from the Channel team or MASH school will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation.

**Indicators of vulnerability to radicalisation.**

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

Extremism is defined by the Government in the Prevent Strategy as:

*‘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 is defined by the Crown Prosecution Service as:

* The demonstration of unacceptable behaviour by using any means or medium to express views which:
* Encourage, justify or glorify terrorist violence in furtherance of particular beliefs,
* Seek to provoke others to terrorist acts,
* Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or
* Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

* Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society,
* Personal Crisis – the child may be experiencing family tensions, a sense of isolation, and low self-esteem, they may have dissociated from their existing friendship group and become involved with a new and different group of friends, they may be searching for answers to questions about identity, faith and belonging,
* Personal Circumstances – migration, local community tensions, and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy,
* Unmet Aspirations – the child may have perceptions of injustice, a feeling of failure, rejection of civic life,
* Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration,
* Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

* Being in contact with extremist recruiters,
* Accessing violent extremist websites, especially those with a social networking element,
* Possessing or accessing violent extremist literature,
* Using extremist narratives and a global ideology to explain personal disadvantage,
* Justifying the use of violence to solve societal issues,
* Joining or seeking to join extremist organisations,
* Significant changes to appearance and / or behaviour,
* Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

MUU ideology (Mixed, Unclear, Unstable) is a category within the Prevent system, introduced in 2017/18 and designed to distinguish from those cases in which an individual’s ideology is obvious, well-embedded and appears to be the primary factor drawing them towards TACT offences. It describes what appears to be an increasingly common phenomenon where individuals do not have a well-defined or well-understood ideological motivation. These individuals often seem drawn towards acts of extremism, extremist or terrorist groups or causes, or terrorist violence, as a means of providing them with a ‘solution’ to other problems in their lives. They commonly present with multiple and complex vulnerabilities.

Mixed: individuals who show interest in several (sometimes disparate) ideologies simultaneously. For example, a joint interest in right-wing extremism and involuntary celibate (“incel”) content or Islamist extremism and white supremacy.

Unstable: individuals who initially appear to adhere solely to one ideology but then switch or transition to another.

Unclear: individuals whose ideological influences are less coherent and not easily identifiable. This can include individuals motivated by a hatred of a ‘perceived other’ without relating to prominent, well-known forms of extremism. This includes but is not limited to those who appear fixated with mass violence (such as school shootings) and incels, whose intolerance is predominantly directed at women.

Individuals referred for MUU display a variety of characteristics, including: an interest in multiple extremist ideologies in parallel (e.g. Islamic extremism and white supremacy); switching from one ideology to another over time; targeting a ‘perceived other’ of some kind without specifically identifying with a particular cause; obsession with massacre or mass violence without a particular target group; and vulnerability to being drawn into terrorism out of a desire for belonging or elevated social state.

1. **Safeguarding Children in Specific Circumstances: Female Genital Mutilation (FGM) / Forced Marriage / Modern Day Slavery**

FGM includes all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is carried out for cultural, religious and social reasons within families and communities. There is no medical reason for this procedure to be carried out.

It is 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.

FGM is recognised as child abuse. It is very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sex, childbirth and mental health.

FGM is illegal in the UK and it’s also illegal to take a British national or permanent resident abroad for FGM, or help someone trying to do this.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare professionals) **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the school’s safeguarding reporting procedures. A teacher means any person within the Education Act 2002 (section 141A (1)) employed or engaged to carry out teaching work at schools or other institutions.

Those failing to report such cases will face disciplinary sanctions.

If the school is concerned that a girl has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties.

**Effects of FGM**

There are no health benefits to FGM and it can cause serious harm, including:

* constant pain,
* pain and/or difficulty having sex,
* repeated infections, which can lead to infertility,
* bleeding, cysts and abscesses,
* problems passing urine or incontinence,
* depression, flashbacks and self-harm,
* problems during labour and childbirth, which can be life-threatening for mother and baby.

Some girls die from blood loss or infection as a direct result of the procedure

**Why FGM is carried out**

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity).

There are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM.

FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it's carried out.

**Where FGM is carried out**

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school.

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from:

Egypt Yemen Eritrea Sudan

Ethiopia Somalia Gambia Sierra Leone

Guinea Nigeria Indonesia Mali

Ivory Coast Malaysia Kenya Liberia

**The law and FGM**

FGM is illegal in the UK.

It is an offence to:

* + perform FGM (including taking a child abroad for FGM)
  + help a girl perform FGM on herself in or outside the UK
  + help anyone perform FGM in the UK
  + help anyone perform FGM outside the UK on a UK national or resident
  + fail to protect a girl for whom you are responsible from FGM

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

**Possible signs and indicators of FGM**

A girl or woman who's had FGM may:

* have difficulty walking, sitting or standing,
* spend longer than normal in the bathroom or toilet,
* have unusual behaviour after an absence from school or college,
* be particularly reluctant to undergo normal medical examinations,
* ask for help, but may not be explicit about the problem due to embarrassment or fear.

Below are some warning signs that MAY indicate a girl is at risk of FGM

* Parents requesting additional periods of leave around school holiday times,
* If the girl comes from a country with a high prevalence of FGM,
* Mother and siblings have undergone FGM,
* Child may indicate that they are going for a special event.

Further information can be obtained from: <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM__-_FINAL.pdf>

**Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they’re bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes:

* + Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
  + Marrying someone who lacks the mental capacity to consent to the marriage (whether they’re pressured to or not)
  + Breaching a Forced Marriage Protection Order

Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol).

These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.   
Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

**Types of human trafficking**

There are several broad categories of exploitation linked to human trafficking, including:

* Sexual exploitation
* Forced labour
* Domestic servitude
* Forced marriage and illegal adoption (if other constituent elements are present)
* Organ harvesting
* Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc

**3. Safeguarding Children in Specific Circumstances: Child on Child Abuse**

We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.

The school recognises that children can abuse other children and such behaviours are never viewed simply as ‘banter’ or as part of growing up. We recognise that child on child abuse can take many different forms such as:

* cyber-bullying
* bullying (including cyberbullying, prejudice-based and discriminatory bullying)
* physical abuse, hitting, kicking, shaking, biting, hair pulling ((this may include an online element which facilitates, threatens and/or encourages physical abuse)
* sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as youth Produced Sexual Imagery)
* consensual and non-consensual sharing of nudes and semi nudes images and or videos13 (also known as sexting or youth produced sexual imagery)
* sexual assault, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
* sexual violence or harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse (this may include an online element which facilitates, threatens and/or encourages sexual violence)
* upskirting (up skirting is an illegal offence which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm)
* sexually harmful or problematic behaviour
* gang initiation or hazing type violence
* initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online

Staff are clear about our policy and procedures with regards to child on child abuse and the role they have to play in preventing it. Staff are able to identify the indicators of child on child abuse and they respond where they believe a child may be at risk from it.

Members of staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

We understand the referral pathways in response to sexual harassment and sexual violence as identified in Part 5 of KSCIE (2021).

The school will follow Sexual Violence and Sexual Harassment guidance (DfE, 2017) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children. The school will respond to reports of sexual violence and sexual harassment on a case by case basis considering the Effective Support Document, whether a criminal offence may have been considered and whether a report to the Multi-Agency Safeguarding Hub or the Police is necessary. The school will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

* Upskirting is an illegal offence which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
* Leagrave Primary School understands serious violence and signals that may indicate children are at risk from, or are involved in serious violent crime. Indicators may include increased absences, a change in friendships/relationships with older individuals or groups, a significant decline in performance, self-harm, significant change in wellbeing or signs of assaulted/unexplained injuries. Unexplained gifts or new possessions could indicate that children have been appropriated, or are involved with, individuals associated with criminal networks or gangs.
* Contextual safeguarding/extra familial risk as referenced in KCSIE (2022) highlights that ‘assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process’.
* Contextual safeguarding can also be known as ‘risk outside the home’ (Working Together, 2018)  
  We have a thorough understanding of contextual safeguarding and will make a referral in the first instance if apparent.
* Leagrave Primary School has adopted a Child on Child Abuse Policy which outlines the actions school will take in responding to reports of child on child abuse.
* We manage the use of mobile and smart technology on the premises and reflect this in The Acceptable Use of Mobile Devices policy and our Internet Safety Policy.
* We carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers the risks to children.

‘Report Abuse in Education’ (NSPCC helpline) is available. Young people and adults can contact the NSPCC helpline, Report Abuse in Education on [0800 136 663](tel:0800%20136%20663) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Leagrave Primary School understands serious violence and what may signal that children are at risk from, or are involved in serious violent crime. Indicators may include increased absences, a change in friendships/relationships with older individuals or groups, a significant decline in performance, self-harm, significant change in wellbeing or signs of assaulted/unexplained injuries. Unexplained gifts or new possessions could indicate that children have been appropriated, or are involved with, individuals associated with criminal networks or gangs.

**4. Safeguarding Children in Specific Circumstances: Sexualised Behaviours**

Where children display sexualised behaviours, the behaviours will be considered in accordance with the children’s developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help Response or a referral to Children’s Social Care.

* Leagrave Primary School follows Keeping Children Safe in Education Guidance (DfE, 2022) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child-centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children.
* We will seek specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.
* All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
* In all cases of child on child abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the Luton Effective Support Framework. Consideration will be given to violence in young people’s relationships.
* Where necessary, the school behaviour policies will be invoked and any sanctions applied will be consistent with these procedures
* Where issues indicate that a criminal offence may have been committed a report will be made to Bedfordshire police

**5. Safeguarding Children in Specific Circumstances: Gang Related Violence**

Contextual safeguarding/extra familial risk as referenced in KCSIE (2022) highlights that ‘assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare.

We understand contextual safeguarding and will make a referral in the first instance if apparent.

We are aware of indicators that may signal children are involved with serious violent crime. All staff recognise that these may include:

* Increased absences from school
* A change in friendships or groups (friendships with older children or groups)
* A decline in performance
* Changes to wellbeing or signs of self-harm
* Unexplained injuries
* Unexplained gifts and possessions (this may indicate they have been approached with individuals associated with gangs)

The school recognises the risks posed to children in relation to involvement in gang related activity which may be street gangs, peer group or organised crime. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practices.

The school understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an Early Help response, including referral when concerns are raised about indicators of gang activity.

If, however information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children’s Social Care.

Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the Multi-Agency Gang Panel (MAGPan) in accordance with local procedures as part of the safeguarding response.

We understand the process of completing a multi-agency information sharing form which highlights broader concerns contextually occurring outside the child’s home.

**Gang involvement**

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

* Becoming withdrawn from family,
* Sudden loss of interest in school - decline in attendance or academic achievement,
* Starting to use new or unknown slang words,
* Holding unexplained money or possessions,
* Staying out unusually late without reason,
* Sudden change in appearance - dressing in a particular style or ‘uniform’,
* Dropping out of positive activities,
* New nickname,
* Unexplained physical injuries,
* Graffiti style tags on possessions, school books, walls,
* Constantly talking about another young person who seems to have a lot of influence over them,
* Broken off with old friends and hanging around with a new group,
* Increased use of social networking sites,
* Starting to adopt codes of group behaviour e.g. ways of talking and hand signs,
* Expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past,
* Being scared when entering certain areas,
* Being concerns by the presence of unknown youths in their neighbourhood.

This is not an exhaustive list and should be used as a guide, amended as appropriate in light of local knowledge of the risk factors in a particular area.

**6. Safeguarding Children in Specific Circumstances: Youth Generated Sexualised Imagery.**

Leagrave Primary School recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.

**What is Youth Generated Sexualised Imagery?**

Under 18’s sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet

**Incidents covered by this guidance and by the school’s Safeguarding Children and Child Protection Policy 2021:**

* A person under 18 creates a sexual image of themselves and shares it with another person under 18,
* A person under 18s shares an image of another under 18 with another person under 18 or an adult,
* A person under 18 is in possession of sexual imagery created by another person under 18.

**Incidents not covered by this guidance and policy:**

* Under 18s sharing adult pornography.
* Under 18s sharing sexual texts without sexual imagery.
* Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

**The Law**

*“Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you’re under 18.”*

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

* a naked young person
* a topless girl
* an image which displays genitals, and
* sex acts including masturbation.
* indecent images may also include overtly sexual images of young people in their underwear

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe young people need education, support, and safeguarding not criminalisation.

The National Police Chiefs Council has made clear that incidents of youth producing sexual imagery should be treated primarily as a safeguarding issue. However, the Police may need to be involved in cases to ensure thorough investigation including collection of evidence.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else’s imagery without consent and with malicious intent, should generally be referred to police and/or children’s social care.

If there are any doubts about whether to involve other agencies, a referral should be made to the Police.

The school recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.

In all cases where an incident of youth produced sexual imagery is reported, the following actions will be undertaken:

* The incident will be reported to the Designated Safeguarding Lead as soon as possible.
* The Designated Safeguarding Lead will hold an initial review discussion or meeting with appropriate school staff.
* There will be subsequent interviews with the children involved (if appropriate).
* Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
* At any point in the process if there is a concern that a child has been harmed or is at risk of harm a referral will be made to children’s Social Care and/or the police immediately.

An immediate referral will be made to the Police and Social Care in the following circumstances:

* The incident involves an adult.
* There is reason to believe that a child has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent. (For example, owing to special educational needs)
* the imagery suggests the content depicts sexual acts which are unusual for the child’s developmental stage, or are violent.
* The imagery involves sexual acts and any pupil in the imagery is under 13.
* There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example, the child is presenting as suicidal or self-harming.

If none of the above applies the school may choose to deal with the incident without involving the Police or Social Care. This will usually be the case where the Headteacher or Designated Safeguarding Lead is confident that there is enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren

The school will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice

Adults in the school will not view youth produced sexual imagery. Wherever possible the Designated Safeguarding Lead will respond to an incident based on what they have been told about the imagery.

All incidents will be recorded.

**Assessing the risks**

The circumstances of incidents can vary widely. If at the initial review stage, a decision has been made not to refer to Police and/or Children’s Social Care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

When assessing the risks, the following should be considered:

* Why was the imagery shared?
* Was the young person coerced or put under pressure to produce the imagery?
* Who has shared the imagery?
* Where has the imagery been shared?
* Was it shared and received with the knowledge of the pupil in the imagery?
* Are there any adults involved in the sharing of the imagery?
* What is the impact on the young people involved?
* Do the young people involved have additional vulnerabilities?
* Does the young person understand consent?
* Has the young person taken part in this kind of activity before?

**Informing parents (or carers)**

Parents (or carers) must be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as Children’s Social Care and/or the Police, who would take the lead in deciding when the parents should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases, DSLs may work to support the young people to inform their parents themselves.

**Searching devices, viewing and deleting imagery**

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

* is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
* is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
* is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery, then the DSL should:

* Never copy, print or share the imagery, this is illegal
* Discuss the decision with the Headteacher
* Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher
* Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the Senior Leadership Team. This staff member does not need to view the images.
* Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the Senior Leadership Team’s office.
* Ensure, wherever possible, that images are viewed by a staff member of the same sex as the young person in the imagery
* Record the viewing of the imagery in the school’s safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the school are followed

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Headteacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone.

If during a search, a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (note this advice is for schools only)

**7. Safeguarding Children in Specific Circumstances: Child Sexual Exploitation (CSE) and Child Criminal exploitation(CCE)**

**Child Sexual Exploitation (CSE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of imbalance in power or coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be most obvious factor, 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. This abuse 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. It can involve force and/or enticement based methods of compliance and maybe accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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 (DfE, 2022).

CSE 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.

CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Child Sexual exploitation is a form of child sexual abuse. Child sexual exploitation does not always involve physical contact. It can occur through use of technology without the child’s immediate awareness, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

* The school recognises that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators.
* The school recognises that there are various ‘models’ of CSE which include but not limited to:

Gangs and groups Boyfriend/Girlfriend model

Child on Child Familial

Online Abuse of authority

* Where concerns are identified in relation to Child Sexual Exploitation the Luton Effective Support Document will be consulted in order to ensure the child receives support at the earliest possible opportunity.
* An Early Help multi agency response may be initiated by the school as the lead professional completing an Early Help assessment or completing a family Partnership referral through the Multi Agency Safeguarding Hub. (MASH)

* If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within Children’s Social Care.
* Advice will be sought to establish if a National Referral Mechanism is appropriate.
* In all cases intelligence will be shared with Bedfordshire Police using the information sharing form which will also be copied to the MASH.

**The key indicators of child sexual exploitation include**:

**Health**

* Physical symptoms (bruising suggestive of either physical or sexual assault),
* Chronic fatigue,
* Recurring or multiple sexually transmitted infections,
* Pregnancy and/or seeking an abortion,
* Evidence of drug, alcohol or other substance misuse,
* Sexually risky behaviour.

**Education**

* Truancy/disengagement with education or considerable change in performance at school.

**Emotional and Behavioural Issues**

* Volatile behaviour exhibiting extreme array of mood swings or use of abusive language,
* Involvement in petty crime such as shoplifting, stealing,
* Secretive behaviour,
* Entering or leaving vehicles driven by unknown adults,
* Reports of being seen in places known to be used for sexual exploitation, including public toilets known for cottaging or adult venues (pubs and clubs).

**Identity**

* Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity.

**Relationships**

* Hostility in relationships with staff, family members as appropriate and significant others,
* Physical aggression,
* Placement breakdown,
* Reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation,
* Detachment from age-appropriate activities,
* Associating with other young people who are known to be sexually exploited,
* Known to be sexually active,
* Sexual relationship with a significantly older person, or younger person who is suspected of being abusive,
* Unexplained relationships with older adults,
* Inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet,
* Phone calls, text messages or letters from unknown adults,
* Adults or older youths loitering outside the home,
* Persistently missing, staying out overnight or returning late with no plausible explanation,
* Returning after having been missing, looking well cared for in spite of having no known home base,
* Missing for long periods, with no known home base,
* Going missing and being found in areas where they have no known links.

**Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.**

**Social Presentation**

* Change in appearance,
* Going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people).

**Family and Environmental Factors**

* History of physical, sexual, and/or emotional abuse, neglect, domestic violence, parental difficulties.

**Housing**

* Pattern of previous street homelessness,
* Having keys to premises other than those known about.

**Income**

* Possession of large amounts of money with no plausible explanation,
* Acquisition of expensive clothes, mobile phones or other possessions without plausible explanation,
* Accounts of social activities with no plausible explanation of the source of necessary funding.

This list is not exhaustive.

**Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

**8. CHILDREN IN SPECIFIC CIRCUMSTANCES**

Further guidance in relation to safeguarding children in specific circumstances can be located in the Luton Safeguarding Children Board / Luton Borough Council procedures as listed below

* + Abuse Linked to Spiritual Belief
  + Child Sexual Exploitation
  + Safeguarding Children vulnerable to Gang Activity
  + Supporting individuals vulnerable to violent extremism
  + Private Fostering
  + Children missing from home or care
  + Children missing education (See our Children Missing Education Policy)
  + Children of Parents who Misuse Substances
  + Children of Parents with Learning Difficulties
  + [Working](http://www.proceduresonline.com/birmingham/scb/chapters/p_ch_par_mental_health.html) with parents/carers with mental health problems
  + Working with parents/carers with disabilities
  + Disabled Children
  + Protocol for dealing with domestic violence when children are involved
  + Online – Children Exposed to Abuse through the Digital Media
  + Fabricated or Induced Illness (See our Fabricated Illness and Induced Illness Policy)
  + Female Genital Mutilation
  + [Forced Marriage](http://www.proceduresonline.com/birmingham/scb/chapters/p_force_marriage.html) / Honour Based Violence
  + Modern Day Slavery / Human Trafficking
  + Criminal Exploitation of children across county Lines
  + Practice Guidance & Procedures to distinguish between healthy and abusive sexual behaviours in children and young people
  + Safeguarding children who may have been trafficked
  + Protocol & Guidance, Working with Sexually Active Young People
  + Working with hostile, non-compliant parents/carers and those who use disguised compliance
  + Safeguarding children on the Autism Spectrum

1. **CHILDREN IN CIRCUMSTANCES WHICH MAKE THEM ESPECIALLY VULNERABLE.**

**Children who have issues with Mental Health (X ref: SEMH Policy 2022)**

* All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
* Only appropriately trained professionals will attempt to diagnose a mental health problem. However, staff will observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
* Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these experiences, can impact on children’s mental health, behaviour and education.
* If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken following the child protection policy including discussion with the Designated Safeguarding Lead or Deputy.
* The school will access a range of advice to help them identify children in need of extra mental health support. This includes working with external agencies as described in [Promoting and Supporting mental health and wellbeing in schools and colleges](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges)

**Children who are Homeless or at risk of Becoming Homeless**

* Leagrave Primary School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare.
* The Designated Safeguarding Lead (and Deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.
* We recognise that homelessness in the context of our children will be of those who live with their families.
* Staff are aware of the indicators that a family may be at risk of homelessness, to include: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.
* Referrals and/or discussion with the Local Housing Authority will be progressed as appropriate but will not replace a referral into children’s social care where a child has been harmed or is at risk of harm.
* The Local Authority has a legal duty to address concerns under the Homelessness Reduction Act 2017. The focus is early intervention and to encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

**Children who Live with Domestic Abuse**

* All staff are aware of The Domestic Abuse Act 2021 which introduced the first statutory definition of domestic abuse and recognises that 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 (as below). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
* Staff will continue to develop their understanding of domestic abuse, and how all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.
* Staff are aware that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
* We recognise that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse.
* Staff understand that anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.
* Types of domestic abuse include intimate partner violence, abuse by ex-partners, family members, teenage relationship abuse and adolescent to parent violence.
* Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

**Children who are Victims of Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

* unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded; Denial of Service (Dos or DDoS) attacks or ‘booting’- attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; making, supplying or obtaining malware such as viruses, with the intent to commit further offences.

Children with a particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the Designated Safeguarding Lead (or Deputy), will consider referring into the **Cyber Choices** programme.

* Cyber Choices is a nationwide police programme supported by the Home Office and led by the National Crime Agency which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences.
* Additional advice can be found at: [Cyber Choices](https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices)

**Children with Additional Needs**

* Leagrave Primary School recognises that while all children have a right to be safe, some childrenmay be more vulnerable to abuse, for example a young carer, a child frequently missing from home/care, children with disabilities or special educational needs, a child living with domestic abuse, parental mental ill health or substance abuse, or a child who has returned home to their family from care.
* We recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs or disabilities, medical or physical health conditions.
* These can include:
  + assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration;
  + these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
  + the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
  + communication barriers and difficulties in managing or reporting these challenges
  + cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will require close liaison with the Designated Safeguarding Lead (or Deputy) and the SENDCO

* Our Core Inclusion Team (CIT) considers extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.
* In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment will always be completed prior to convening a meeting of the Governing Body.
* If a parent/carer was to express an intention to remove a child from school with a view to educating at home, we would work together with Local Authority and other key professionals to coordinate a meeting with parents/carers where possible. We would aim to do this before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

**Children who are Lesbian, Gay, Bi or Trans (LGBT)**

The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, we recognise that children who are LGBT can be targeted by other children.

A child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

We will endeavour to reduce barriers faced by children who are LGBT and will provide a safe space for them to speak out or share their concerns with members of staff. This safe space is the Nurture Base.