

# Safeguarding Statement of Practice



**Our Christian Mission is:**

“I am able to do all things through Christ  
who strengthens me”  
Philippians 4:13

**Our Christian Values are:** Wisdom,  
Hope, Community and Dignity

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|-----------------|--|
| Document Owner  | Assistant Principal Behaviour and Safety |
| Date Reviewed   | September 2021                           |
| Approved by AAB | December 2021                            |

## Procedure for Safeguarding and Child Protection

The procedure reflects current legislation, accepted best practice and complies with the government guidance: **Working Together to Safeguard Children April 2015** and **Keeping Children Safe in Education 2020**

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads who are responsible for safeguarding and child protection at Emmanuel are:

| Name                                | Role  | Mobile Number | Email  |
|-------------------------------------|---|---------------|--|
| Alana Watson<br>Lead DSL<br>(Trust) | Regional<br>Safeguarding<br>Advisor Archway<br>Learning Trust | 07850653050   | <a href="mailto:Awatson1@archwaytrust.co.uk">Awatson1@archwaytrust.co.uk</a>                       |
| Robert Tapp<br>Lead DSL (NES)       | Assistant Principal   |               | <a href="mailto:rtapp@emmanuel.nottingham.sch.uk">rtapp@emmanuel.nottingham.sch.uk</a>             |
| Sandra<br>Stapleton<br>Deputy DSL   | Principal   |               | <a href="mailto:ss Stapleton@emmanuel.nottingham.sch.uk">sstapleton@emmanuel.nottingham.sch.uk</a> |
| Vacancy                             | Targeted Support<br>Lead                                      |               |  |
| Greg Jackson<br>Deputy DSL          | Year Leader   | 07435 971359  | <a href="mailto:gja@emmanuel.nottingham.sch.uk">gja@emmanuel.nottingham.sch.uk</a>                 |
| Oli Marsh<br>Deputy DSL             | Year Leader   | 07973 818191  | <a href="mailto:oma@emmanuel.nottingham.sch.uk">oma@emmanuel.nottingham.sch.uk</a>                 |
| Shana Featonby<br>Deputy DSL        | Year Leader   | 07535414569   | <a href="mailto:sfe@emmanuel.nottingham.sch.uk">sfe@emmanuel.nottingham.sch.uk</a>                 |
| Hugh Gardner<br>Deputy DSL          | Year Leader   | 07584705779   | <a href="mailto:hga@emmanuel.nottingham.sch.uk">hga@emmanuel.nottingham.sch.uk</a>                 |
| Jahren Barrow<br>Deputy DSL         | Year Leader   |               | <a href="mailto:jbarrow@emmanuel.nottingham.sch.uk">jbarrow@emmanuel.nottingham.sch.uk</a>         |
| Joe Irons<br>Deputy DSL             | Head of Sixth<br>Form   |               | <a href="mailto:JIR@emmanuel.nottingham.sch.uk">JIR@emmanuel.nottingham.sch.uk</a>                 |
| Rebecca<br>Lounds<br>Deputy DSL     | ILU Supervisor  |               | <a href="mailto:rlounds@emmanuel.nottingham.sch.uk">rlounds@emmanuel.nottingham.sch.uk</a>         |

DSLs can also be contacted via the main school switchboard (01159 775380) or via Student Services

The named Governor responsible for safeguarding is contactable via the school telephone number (01159 775380).

Other policies that may need to be taken into account are:

- *Attendance*
- *PSHE and Citizenship*
- *Drugs Education*
- *Behaviour Management (including physical intervention and touching)*
- *Anti-harassment*
- *Inclusion and special needs*
- *Confidential reporting/whistle blowing*
- *Health and safety*
- *E-safety*
- *Conduct of employees*

Schools should give effect to their duty to safeguard and promote the welfare of their students under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and,
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate

**APPENDIX 1** - Statutory duties that apply to schools - Working Together to Safeguard Children 2015 & Keeping Children Safe in Education 2020

**APPENDIX 2** - Reporting concerns to the DSL

**APPENDIX 3** - Safeguarding Concern Form

**APPENDIX 4** - School Visitors; Procedures

**APPENDIX 5** - Types of abuse and neglect (KCSIE 2020)

**APPENDIX 6** – Procedures Flow Chart

**APPENDIX 7** - Honour Based Violence Abuse & Forced Marriage Identification and Referral Pathway

## Introduction

At The Nottingham Emmanuel School the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all students is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting students from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all students' social, physical, emotional and moral development.

This statement of practice is linked to the key scriptures below:

**Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go (Joshua 1:9)**

**I can do all things through Christ who strengthens me (Philippians 4:13)**

At Nottingham Emmanuel School we ensure that all staff are safeguard trained and ensure that regular updates take place throughout the school year. We also appreciate that safeguarding and child protection issues can be complex and have emotional and physical impacts on both the student and staff involved. Our faith in God through Christ ensures that we are given the strength and the hope to support each other to remove the barriers that safeguarding concerns present to students in our care.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2015 and Keeping Children Safe in Education 2020.

**The aims of this procedure are to:**

- confirm that the students' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, support staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- emphasise the links with the school's procedure for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationship with Children and Families Direct and other agencies and, where appropriate with similar services in neighbouring authorities.

# Responsibilities

## i. The governing body:

- has trained link governors for:
  - Safeguarding and Child Protection – Richard Tanner and Kathryn Cole who will attend training/updates every three years
  - Looked after Children – Richard Tanner
- will ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Principal – Richard Tanner, AAB Chair
- will ensure that the school has a child safeguarding procedure, single central record, staff behaviour procedure, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers..
- should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE/Citizenship and Relationships and Sex Education (RSE).
- will ensure that the school create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2020).
- has appointed a member of staff of the school's leadership team to the role of designated safeguarding lead.
- will ensure the school keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- will ensure that all staff, Governors and volunteers have undergone appropriate safeguarding training and receive face to face updates on an annual basis.
- will make sure that the safeguarding and child protection procedure is available to parents and children on request
- will ensure this procedure and practice complements other policies as detailed above
- will ensure that key staff are fully supported re. their well being

## ii. The Principal will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- the procedure will be updated annually, and be available publicly either via the school or college website or by other means.
- designated staff review procedure when the NCSCB update their policies and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
- a single central database of all staff, governors, contractors and volunteers, and their safeguarding training dates is maintained and that this list confirms that all personnel who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed –see Appendix 6

- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of students, and such concerns are addressed in a timely manner in accordance with agreed policies.
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation.
- he undergoes child safeguarding training which is updated regularly, in line with advice from the NCSCB.
- Guidance for visitors is in place that puts the safeguarding of students at the centre and is applied to all visitors irrespective of their status –see Appendix 4

### **Allegations against the Principal**

Where an allegation is made against the Principal, the Chair of the AAB must be informed as well as the Senior Designated Safeguarding Lead on **0115 8762302**.

#### **iii. DSL, Rob Tapp, Assistant Principal**

##### **will:**

- have her role explicitly defined in her roles and responsibilities
- lead the team of trained Deputy DSLs as detailed above, oversee and quality assure their work
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- undergo updated child safeguarding training every two years and attend the LA Safeguarding Network meetings
- liaise with relevant agencies in accordance with the NCSCB procedures when referring a student where there are concerns about possible abuse or harm (Children and Families Direct for a City referral telephone 01158 765600 or the Nottinghamshire Multi-Agency Safeguarding Hub (MASH) for a County referral telephone 0300 500 80 90).
- where there are concerns about a member of staff's suitability to work with children, contact the Designated Officer at Loxley House telephone 01159 155555.
- be able to access the contents of the NCSCB procedures and personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with students in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a student who is 'looked after'

##### **Ensure that:**

- all staff receive safeguarding and child protection updates (for example via staff bulletins, briefings, CPD sessions and staff meetings) as required but at least annually
- written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Common Assessment Framework (CAF)

- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the students' other files, and accessible only by the Principal/DSLs
- student records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- CP records are transferred securely and a receipt obtained from the receiving school
- any absence letters are dated and clearly signed by a teacher/tutor, and that if: there are concerns about attendance and a student's wellbeing and safety, the Education Welfare Officer is contacted
- phone calls about absences are similarly logged and dated
- the children missing education- statutory guidance for local authorities 2016 is adhered to. Please see Attendance Procedure for the school's approach to tackling CME
- where a student is subject to a Child Protection Plan, and is absent without explanation for two days, their key worker in Children's Social Care is contacted.
- records are monitored for patterns of what when taking in isolation would appear to be low level concerns and appropriate action is taken
- where there are existing concerns about a student, and they transfer to another school in this authority, a copy of information held e.g. a CAF is forwarded under confidential cover and separate from the student's main file to the DSL in the receiving school.
- where a student has a child protection plan or there are ongoing child protection enquiries and transfers to another school;
  - the DSL is informed immediately
  - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file.

#### **iv. The staff**

All staff, teaching and non-teaching, volunteers and others working in school need to:

- report any concerns about the conduct of other adults in the school to the Principal without delay (or where that is not possible to the DSL)
- be fully aware of the school's procedure and sign each year to say that they have read it, alongside Part 1 of the KCSIE 2020 and also "What to do if you're worried that a child is being abused: advice for practitioners guidance." (2015) 3.8.1 in the Staff Handbook
- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the DSL, with other agencies
- be aware that despite the requirement to share information with DSLs they can make their own referral to children's Social Care, e.g. in urgent situations.
- be alert to signs and symptoms of harm and abuse
- know how to respond to their duty when they have concerns or when a student discloses to them
- know how to record concerns and what additional information may be required.
- undergo child safeguarding training which is updated regularly in line with advice from the NCSCB, plus regular updates as required via staff bulletins, briefing, CPD and staff meetings at least annually)
- maintain an attitude of 'it could happen here' and to help develop 'a culture of vigilance'

#### **Whistleblowing**

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Procedure.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000

### **Managing Allegations against other students**

If a disclosure made to a member of staff indicates that there is a case of student to student abuse, this should be reported immediately to the DSL who will follow the school's safeguarding procedures as necessary.

### **Mobile Phone and Camera Use**

At The Nottingham Emmanuel School we have a separate procedure in respect of Mobile Phone and Camera use in the IT Acceptable Use Agreement for students and parents. Please see section 17.4 of the Staff Handbook.

### **Prevention in the Curriculum**

- The school recognises the importance of developing students' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme *in each key stage* provides personal development opportunities for students to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, students are taught to, for example:
  - safely explore their own and others' attitudes
  - recognise and manage risks in different situations and how to behave responsibly
  - judge what kind of physical contact is acceptable and unacceptable
  - recognise when pressure from others (including people they know) threatens their:
    - personal safety and well-being and develop effective ways of resisting pressure;
    - including knowing when and where to get help
    - use assertiveness techniques to resist unhelpful pressure.
  - Internet Safety

### **Further Supporting Information:**

#### **Personal Relationships**

Under no circumstance is it acceptable for a member of staff to form a relationship with a student attending Emmanuel. This applies to all students, including those who are aged 16 and over (whether in Year 11 or in the Sixth Form). If there are circumstances whereby a member of staff is already involved in a personal relationship with someone who subsequently joins the Sixth Form, then the Principal must be notified immediately so that he can consult further with Governors.

#### **One to one work**

Staff involved in working with students on a one to one basis should ensure that they are visible whenever possible. This means using an open plan room or working in a room with the door open or a window in the

door. Both parties should be comfortable with the arrangement for one to one work and parents should be aware that this is part of the provision at school. Under no circumstances should a student be allowed to enter the staff room or a staff work room. This will be regularly monitored by the Senior DSL. DLCs must also take responsibility for this in their own workrooms.

### **Offering a lift to a student**

Transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort. It should not be necessary, other than in exceptional circumstances, where all other options have been exhausted, to give a lift to a young person. If this is the *last option*, the member of staff must liaise with a member of SLT prior to offering a lift and must then be accompanied by a colleague with the young person seated in the back of the car. Parents of the young person must know about this arrangement and be in agreement with it.

### **Email/Mobile Telephone numbers**

Under no circumstance should staff give out personal email addresses or mobile telephone numbers to students at the school. There are school mobiles telephones available for staff to use on school trips, the numbers of which can be given to students for emergency purposes.

### **Protecting personal information**

Developments in recent years with regards to the use of Social Networking Sites have necessitated clear guidance to staff. The DFE has published a guide entitled 'Cyber bullying: Supporting School Staff' which raises some key points:

- Many school employees use the web and social networking services such as Facebook, Flickr, and Ning for work-related projects or for personal use. While school employees are private individuals, they also have professional reputations and careers to maintain. Additionally, employees are required not to do anything to endanger the health and safety of their colleagues or others. Staff are strongly advised, in their own interests, to take steps to ensure that their personal data is not accessible to anybody who does not have permission to access it. Privacy on the internet seldom means communications are entirely private, even messaging.
- Staff who have a social networking account must not have students as 'friends' as this may allow access to personal information. Equally, staff must not be 'friends' or associates on social networking sites with ex-students such as Facebook or LinkedIn, unless their time of leaving the school exceeds 3 years.

### **Power and positions of trust**

All adults working with children and young people are considered to be in a position of trust, as a consequence of their knowledge, position and/or the authority invested in their role, and this equally applies to adults who act in a voluntary capacity.

#### **This means that adults should:**

- ensure that an unequal balance of power is not used for personal advantage or gratification;
- maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others; and
- report and record any incident where their behaviour may be misinterpreted with a senior manager at the earliest opportunity.

#### **This means that adults should not:**

- use their position to gain access to information for their own or others' advantage;
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people; or

- use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.

### **Propriety and Behaviour**

All adults have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people with whom they work or come into contact with. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour. The behaviour of an adult's partner/spouse or of other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to children and young people in the workplace.

Adults in contact with children should therefore understand and be aware that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

#### **This means that adults should:**

- follow any codes of conduct deemed appropriate by The Nottingham Emmanuel School and/or their professional body;
- understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people.

#### **This means that adults should not:**

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model; or
- make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.

### **Physical Contact**

Many jobs within the children's workforce require physical contact (including personal care) with children as a part of their role; however, it is crucial that adults only touch children in ways which are appropriate to their professional or agreed role and responsibilities. Not all children and young people feel comfortable about physical contact and adults should not make the assumption that it is acceptable practice to use touch as a means of communication.

#### **This means that adults should:**

- be familiar with and follow any recommended guidance and protocols;
- treat children with dignity and respect
- always explain to a child the reason why contact is necessary and what form that contact will take (especially important when physical intervention to manage a child's behaviour is required);
- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described;
- never touch a child in a way that may be considered to be indecent;
- always be prepared to report and explain actions and accept that all physical contact is open to scrutiny;
- not indulge in horseplay;

- work within Health and Safety regulations;
- be aware of cultural or religious views about touching and always be sensitive to issues of gender; and
- understand that physical contact in some circumstances can be easily misinterpreted.

### **What about other physical contact with students?**

The most recent guidance (January 2016) about use of reasonable force (contained within the January 2016 DfE guidance: 'Behaviour and Discipline in Schools') states that 'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom'. **It is not illegal** to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact and adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view physical contact might be associated with such experiences and lead to actions being misinterpreted. Where a child seeks or initiates inappropriate physical contact with an adult, the situation should be handled sensitively and care taken to ensure that contact is not exploited in any way. Careful consideration should be given to the needs of the child, and the member of staff must complete the Safeguarding Concern Form and pass the information immediately to a DSL.

All children have the right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Adults should not use any form of degrading treatment to punish a child. It is not acceptable under any circumstance to use sarcastic, demeaning or insensitive comments towards children and young people or to use corporal punishment.

### **This means adults should:**

- not use force as a form of punishment;
- try to defuse situations before they escalate;
- inform parents of any behaviour management techniques used with their child at the earliest opportunity;
- adhere to the behaviour management procedure in place within the educational setting, and be mindful of factors that may impact upon a child or young person's behaviour, such as bullying or abuse, and take appropriate action where necessary.

This means that childcare, schools and education settings should have in place appropriate behaviour management policies, and where appropriate, have the capacity to develop positive handling plans in respect of an individual child or young person, in consultation with the child's parents or carers. At Emmanuel these are attached to student profiles on G4S.

### **Physical Intervention**

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using physical intervention techniques. This refers to the 'positive intervention' techniques and training undertaken by staff working in Student Support.

The use of physical intervention must be avoided wherever possible. It should only be used if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of any harm that they may cause. The minimum force necessary should be used and the techniques deployed must be in line with recommended procedure and practice -please refer to Appendix 5 of the Behaviour Management Procedure in the staff handbook.

Staff must be aware that the use of unwarranted physical force is likely to constitute a criminal offence. In all cases where physical intervention is employed, the incident and subsequent actions should be documented and reported to senior staff. In line with the behaviour management procedure, written and signed accounts of all those involved, including that of the student, should be maintained by the APM, together with senior staff. The parents/carers should be informed by senior staff on the same day that the incident took place.

### **Vulnerable Groups**

Some children and young people may be particularly vulnerable to abuse and harm. The DSLs should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NCSCB) procedures without delay. DSLs should also ensure that staff working with children are alert to signs which may indicate possible abuse or harm.

### **Child Sexual Exploitation**

#### **Statutory definition of Child Sexual Exploitation**

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.

CSE can include non-contact activities, and the internet can facilitate these potential offences. CSE can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without 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 being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012).

#### **Who is at risk?**

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse. The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people. In all its forms, CSE is child abuse and should be treated as a child safeguarding issue. The school adheres to the following: UKCCIS Guidance; Sexting in schools and colleges, responding to incidents and safeguarding young people (2016) and the DfE Guidance: Child

Sexual Exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, February 2017.

Referrals are made to:

Racheal Osborne

CSE Coordinator & Missing Children's Team Manager

Direct Line: 0115 8761203

Mobile: 07432721240

Email: [racheal.osborne@nottinghamcity.gov.uk](mailto:racheal.osborne@nottinghamcity.gov.uk)

Secure Email: [racheal.osborne@nottinghamcity.gcsx.gov.uk](mailto:racheal.osborne@nottinghamcity.gcsx.gov.uk)

## **Female Genital Mutilation**

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

## **Symptoms of FGM**

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

## **Mandatory Duty on Teachers to Report Disclosures on FGM about a female under 18 personally to the police:**

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

## **Preventing Radicalisation**

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

## **Training**

Regular training and discussion within the school environment is important and was initially led by the PREVENT team in September 2015 for all staff. Staff joining since then are trained by the DSL and complete on-line training as part of their ALT induction.

## **Honour Based Violence (see Appendix 7 for referral pathway)**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the DSL as a matter of urgency.

## **Peer on Peer Abuse**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Emmanuel we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Management Procedure.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Emmanuel we will support the victims of peer on peer abuse through the usual channels of pastoral support; the Year Leader will work closely with the student and his/her family and refer to additional agencies such as counsellors as necessary.

## **Sexting**

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

## **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

**Schools have a mandatory duty** to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## **Schools and Partnerships**

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for students. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable students.

Examples of this are:

- **Parental E-learning (free): Child Sexual Exploitation** is a high profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. <http://www.paceuk.info/the-problem/keep-them-safe/>
- **Pint Size Theatre:** Secondary Schools and Academies in Nottingham can access a performance of Pintsize Theatre's 'LUVU2' production. It is an interactive play aimed at raising awareness of Child Sexual Exploitation (CSE) with young people aged 13-14 (year 9). Contact is via email [www.pintsizetheatre.co.uk](http://www.pintsizetheatre.co.uk) or Tel: 0115 8419853.

## **Further guidance**

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- Child Sexual Exploitation 'What to do if you suspect a child is being sexually exploited' <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

- Children who may have been trafficked  
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Gang and Knife Crime DCSF – 00064-2010  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288804/Safeguarding\\_children\\_Gang\\_activity.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf)
- Homophobic, Transphobic Bullying  
<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>
- Guidance is also available on the Nottingham City Safeguarding Children Board Website for Children with Looked After Status and Children Missing from Home and Care
- Private fostering arrangements- [www.privatefostering.org.uk](http://www.privatefostering.org.uk)
- Further information and guidance around Disqualification by Association produced by Nottingham City Council's HR Advisory Service can be found here in the Downloads section:  
<http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>

## APPENDIX 1

### **Statutory duties that apply to schools - Working Together To Safeguard Children 2015 & Keeping Children Safe in Education 2020**

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- ensuring that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to, for example, children subject to child protection plans and children looked after.
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior member of staff to take leadership responsibility for the school's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings and ensuring there are systems in place for children to express their views and give feedback;
- ensuring there are procedures in place to handle allegations including those relating to children harming, or allegedly harming other children;
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, including recognising and responding to possible abuse or neglect. Designated leads' roles should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children (Keeping Children Safe in Education 2020) including policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check.
- schools and colleges must keep a single central record of DBS checks and training undertaken (Keeping Children Safe in Education 2020). The record must cover the following people:
  - all staff (including supply staff) who work in the school; in colleges, this means those providing education to children
  - all others who work in regular contact with children in the school or college, including volunteers
  - for independent schools, including academies and free schools, all members of the proprietor body.
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. Staff in schools and colleges should ensure that **all staff read at least part one of Keeping Children Safe in Education 2020**. There should then be an ongoing programme of refresher training.
- ensure there is an effective procedure for safeguarding and child protection in place together with a staff behaviour procedure (code of conduct) and a whistleblowing procedure. These should be provided to all staff-including temporary staff and volunteers- on induction;
- all professionals should have regular reviews of their own practice to ensure they improve over time.
- the designated lead professional for safeguarding should maintain comprehensive records.
- all schools and colleges have to be compliant with the requirements of the LSCB, in Nottingham and this includes engagement in the Serious Case Review process.

- the NCSCB requires all schools to complete an annual safeguarding audit and be engaged in multi-agency processes and Serious Case Reviews (See Working Together to Safeguard Children 2015 (Chapter 2 p 53), to be read in conjunction with DfE Keeping Children Safe in Education 2020)
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children, in either a paid or voluntary capacity. An allegation may relate to a person who works with children who has:
  - 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; or
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children

### **Allegations against individuals in childcare, schools and education settings**

Allegations against adults in a position of trust may arise due to a misunderstanding, but it must be remembered that in the majority of cases, the allegation will be found to have a foundation in fact. Working Together 2015, the Children Act 2004 and Keeping Children Safe in Education 2020 provide the statutory guidance relating to how allegations against adults in a position of trust must be managed. Where an allegation has been made against a member of staff which calls into question their ability to safeguard and promote the welfare of children and young people, their suitability to work with children and young people, or is likely to result in a breakdown of public trust and confidence, these must be investigated in line with Nottingham City and Nottinghamshire Safeguarding Children's Boards:

#### **Relevant concerns are those that indicate that an individual may 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; or
- behaved in a way that indicates that s/he may not be suitable to work with children.

Experience has shown that children can be subject to abuse by those who work with them in any and every setting and as a consequence, all allegations of abuse by children in respect of an adult in a position of trust are taken seriously. It is important that all staff understand the process that is implemented by the local authority in the event of an allegation being made against a member of staff, as you may find yourself in this position at some point in your working life.

In addition to the usual procedures, the Governor with responsibility for safeguarding must be informed by the DSL if there are safeguarding concerns relating to a member of staff, even if no formal action has yet been necessary.

The Designated Officer (previously known as the Local Authority Designated Officer, LADO) is to be involved in the management and oversight of individual cases where there are allegations made against people who work with children. The Designated Officer should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process:

- any allegation should be reported immediately to the Principal of the school. The Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because of a concern that the person may pose a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

**Schools and colleges**

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are students at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

## **APPENDIX 2**

### **Reporting concerns to the DSL**

Any concern should be emailed to the NES-DSL email address – all DSLs and the Principal see these messages. It may need to be discussed in the first instance with *one of the DSLs or DDSLs*. Where there is a disclosure, staff must complete a concern form in writing promptly and at least by the end of the day. Concern forms can be found in the staffroom and must be handed directly to Alana Watson and in her absence, a Deputy DSL. If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the police immediately. Anybody can make such a referral: ref KCSIE 2020, '**Any staff member** who has a concern about a child's welfare should follow the referral process set out in paragraphs 21-27'.

### **Immediate response to the student**

It is vital that our actions do not harm the student further or prejudice further enquiries, for example:

- listen to the student, if you are shocked by what is being said, try not to show it
- it is OK to observe bruises but not to ask a student to remove their clothing to observe them
- if a disclosure is made
  - accept what the student says
  - stay calm, the pace should be dictated by the student without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is your role to listen - not to investigate
  - use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
  - be careful not to burden the student with guilt by asking questions like "why didn't you tell me before?"
  - acknowledge how hard it was for the student to tell you
  - do not criticise the perpetrator, the student might have a relationship with them
  - do not promise confidentiality, reassure the student that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the student's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".

### **Recording information**

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your name and role should be included.
- If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow". Do not take photographs.
- Note the non-verbal behaviour and the key words in the language used by the student (try not to translate into 'proper terms').
- It is important to keep these original notes and pass them on to the DSL who may ask you to help write the referral to social care. **See Appendix 3**

### **Supporting students**

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances students might feel helpless and humiliated, and that they might feel self-blame.

- We recognise that this school might provide the only stability in the lives of students who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a student in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The school will support all students by: discussing child protection cases with due regard to safeguarding the student and his or her family; supporting individuals who are or thought to be in need or at risk in line with NCSCB procedures, encouraging self-esteem and self-assertiveness, challenging and not condoning aggression, bullying or discriminatory behaviour, promoting a caring, safe and positive environment.

## **Confidentiality**

- The personal information about all students' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a student and to refer concerns appropriately. The DSLs and Principal will disclose information about a student to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the student, incidents, the family and the consequent actions.

## **Staff must be aware that:**

- they cannot promise a student complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the student or other students safe
- Where there are concerns about a student's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a student's welfare, or if a student discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to the DSL with a view to passing on the information.

## **Working with parents/carers**

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a student with the family and, where appropriate, seek their agreement to making referrals to Children and Families Direct.
- Where there are any doubts, the DSL should clarify with Children and Families Direct whether, and if so when and by whom, the parents should be told about the referral.
- The student's views will be considered in deciding whether to inform the family, particularly where the student is sufficiently mature to make informed judgments about the issues, and about consenting to that.

*“Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.”*  
*Working Together 2015*

- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all students. The school may need to share information and work in partnership with other agencies when there are concerns about a student's welfare.

## **APPENDIX 3**

### **School Visitors; Procedure and Procedures**

The School has a legal duty of care for the health, safety, security and wellbeing of all students and staff. This duty of care incorporates the duty to “safeguard” all students from subjection to any form of harm, abuse or nuisance. It is the responsibility of the AAB and senior staff to ensure that this duty is uncompromised at all times. In performing this duty, the AAB recognises that there can be no complacency where child protection and safeguarding procedures are concerned. The School therefore requires that ALL VISITORS (without exception) comply with the following procedures. Failure so to do may result in the visitor’s escorted departure from the school site.

All visitors to the school will be asked to bring formal identification with them at the time of their visit.

They must follow the procedure below:

- Once on site, all visitors must report to the main reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
- At main reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign the visitors daily record sheet which is kept in main reception at all times making note of their name, organisation, who they are visiting and car registration (if applicable)
- All visitors will be required to wear a visitor’s badge – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to main reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are a regular visitor who is registered on the school’s single central record.

### **Regular Visitors:**

The School will hold a list of visitors who frequently visit the school site to undertake work within the school (including contractors and supply staff).

All regular visitors will have had to evidence the following:

- They have a current clear enhanced DBS check and a complete vetting form, completed by their employer
- A current clear DBS children’s’ barred list check has been undertaken AND  
visitors on the regular visitor list MUST follow the same procedures on entry to the premises (i.e. come to main reception and sign in the visitors’ book). A copy of the regular visitor list will be kept behind reception at all times.

All visitors to the school will be asked to bring formal identification with them at the time of their visit.

## **APPENDIX 4**

### **Types of abuse and neglect (KCSIE 2020)**

All school and college 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.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**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.

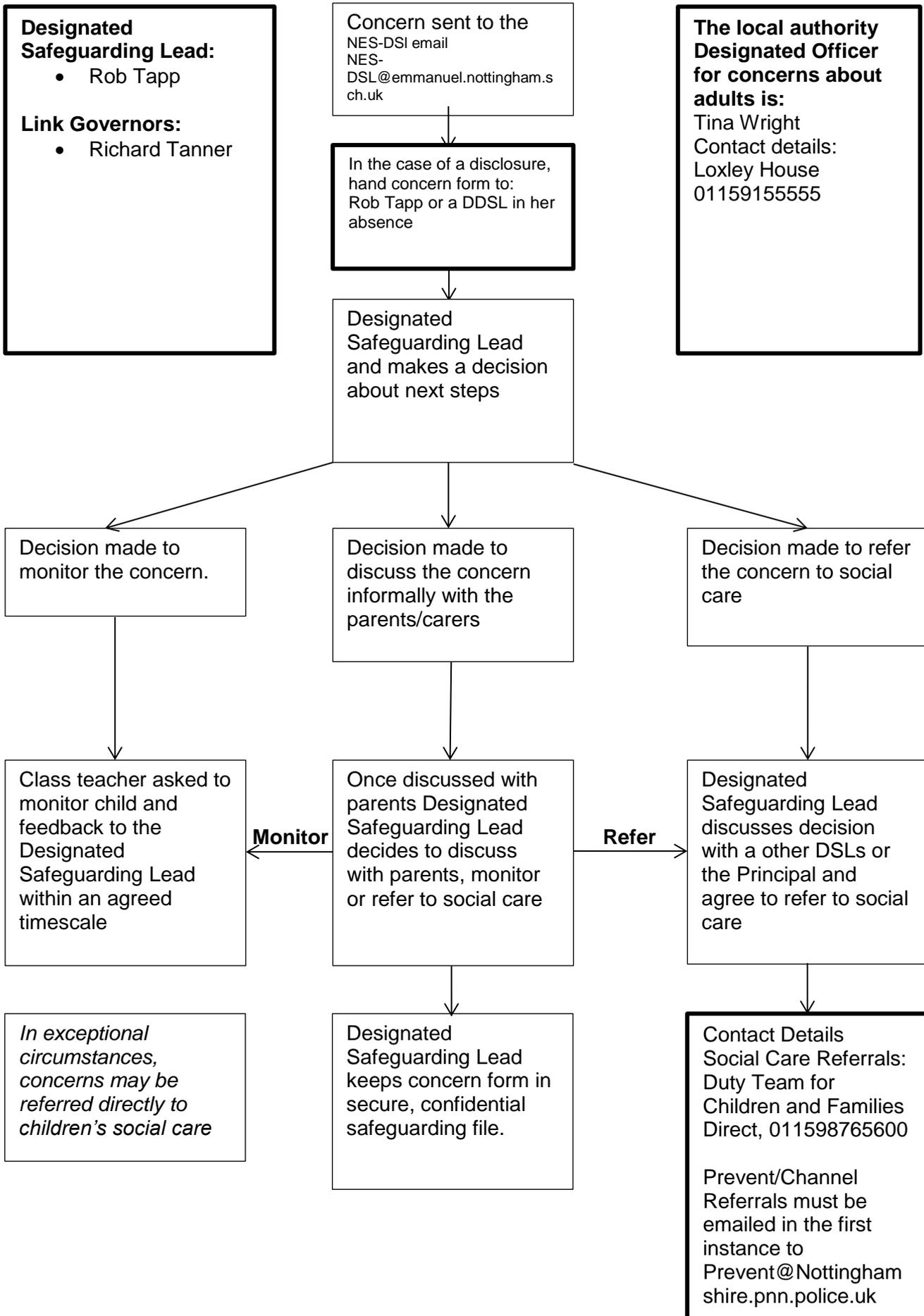
**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 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, 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**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 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**APPENDIX 5**

**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



## APPENDIX 7

### Honour Based Violence Abuse & Forced Marriage Identification and Referral Pathway

Nottingham City has developed a pathway to enable a consistent response for adults affected by Honour Based Violence Abuse and or Forced Marriage. This has been developed to highlight options depending on the circumstances of the cases from the involvement of Domestic Violence Specialists, the Multi-Agency Risk Assessment Conferences (MARACs), the Police and Adult Social Care working together to provide a safe and supportive response to adults at risk from HBVA/FM.

#### Forced marriage

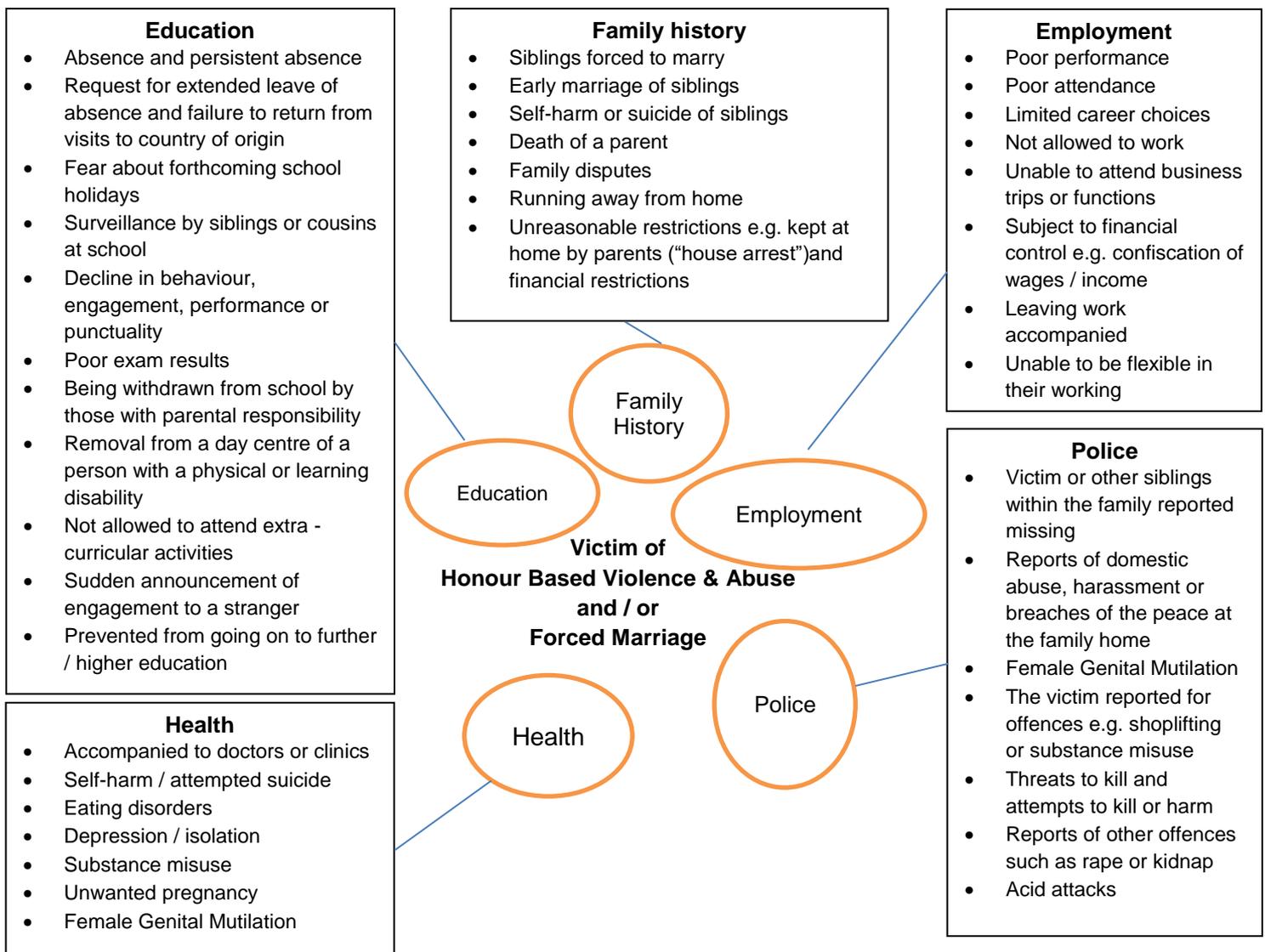
A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

#### Honour-based violence

The terms “honour crime” or “honour-based violence” or “izzat” embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the “shame” or “dishonour” of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage.

#### Chart of Potential Warning Signs or Indicators

These indicators are not intended to be an exhaustive list

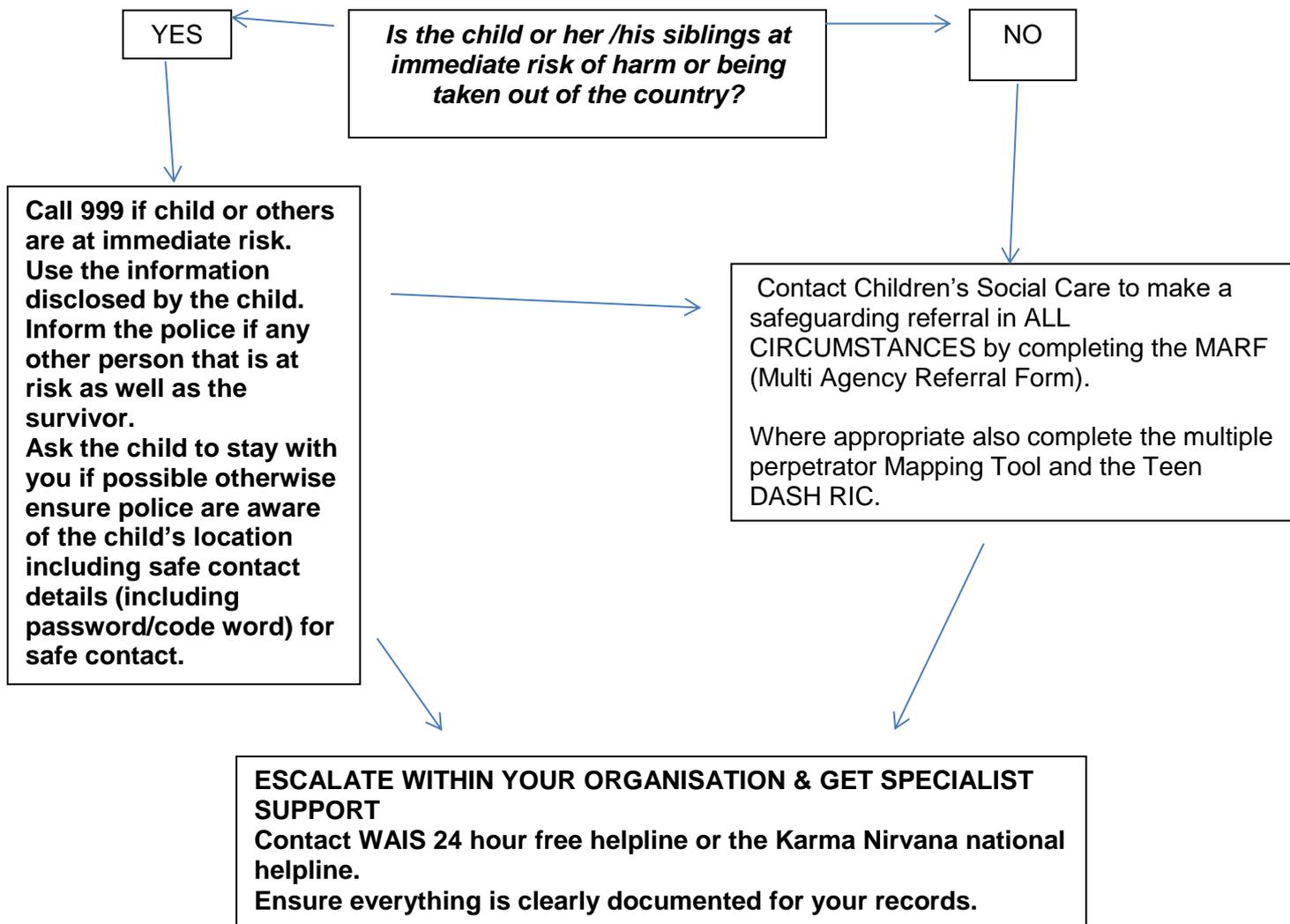


## Child Referral Process

Establish the child's concerns and what they want from this contact. Be clear with the child about what you can and cannot keep in confidence. Clearly document the disclosure and identify who it is they feel they are at risk from. **REMEMBER** there will be multiple perpetrators involved (family, friends, wider community). Consider using the Multiple Perpetrator Mapping Tool which is attached to the DASH RIC form. Consider who else may be at risk e.g. siblings or family members.

**Do NOT make contact with family to mediate / discuss the disclosure or interpret – any alerts to family / those involved will significantly increase risk to the child.**

If you require another professional present when speaking to the child / young person, or an interpreter follow your own agency procedures.



### CONTACT NUMBERS

**Nottingham City Children and Families Direct – 0115 876 4800 (8:30-17:00) or if out of hours for emergency safeguarding enquiries.**

**WAIS 24 hour free Helpline - 0115 947 6490 (professionals) or 0808 800 0340 (survivors) / 0808 800 0341 (text phone 9:00-17:00)**

**Nottinghamshire Police HBVA - 101**

**Childline – 0800 1111**

**Forced Marriage Protection Unit - 0207 088 0151 (out of Hours - 0207 008 1500)**

**Karma Nirvana - 0800 5999247**

**NSPCC – 0800 800 5000**