

	Date updated/approved	Sept 2018
	Date for review	May 2019
Policy and Guidance:	Safeguarding and Child Protection	

Policy

1. Introduction

- 1.1. The Senco, **Sonia Marsh**, is the Designated Lead for Safeguarding and Child Protection; the Head of School, **Kaz Birk**, is the Deputy Lead.
- 1.2. The following information is to clarify the Child Protection procedures of Inspire! in relation to Inspire!'s responsibility for the welfare of their students
- 1.3. This information is to be reviewed and updated on an annual basis.

2. Principles

- 2.1. Inspire! values young people as unique and precious individuals and is committed to safeguarding the welfare of children and young people in our care and in the care of our business partners, work experience and training hosts, their employees and volunteers.
- 2.2. As well as ensuring that child protection concerns are addressed, we will ensure that young people who attend the school are kept safe from harm whilst they are in our charge, including the risk of extremism and Female Genital Mutilation (FGM). Appendices 2 to 4 reference further information and indicators surrounding child abuse, radicalisation and FGM.

3. Purpose of Policy and Guidance

- 3.1. This document states Inspire!'s policy in relation to Child Protection and gives guidance on:
 - What Inspire! staff or volunteers should do if they think a child they are working with has been abused
 - What the organisation will do to ensure employees, whether paid staff or volunteers, do not pose a risk to children
 - How Inspire! procedures fit with procedures in schools and other local agencies

4. Staff responsibilities

- 4.1. The Inspire! Director/Designated Lead for Safeguarding and Child Protection ensures that the policy and procedures are kept up to date and are applied consistently.
- 4.2. All staff and volunteers have a responsibility to safeguard the welfare of children with whom we work and to respond to concerns about child abuse.
- 4.3. All staff should study this policy and ensure that they are clear about what they should do if they have such a concern or if a child discloses abuse to them.

5. Code of Conduct

5.1. The Inspire! Code of Conduct sets out requirements for staff to support each other in working effectively together. In addition, Inspire! staff and volunteers should follow additional guidelines when working with children. These are included in the guidance attached to this policy.

6. Complaints and compliments

6.1. Inspire! recognises the right of children, young people and their parents or carers to be able to express any concerns they might have about the behaviour of Inspire! staff or volunteers. It is Inspire!'s policy to ensure that all complaints are taken seriously and dealt with swiftly and in confidence.

6.2. Separate guidance on complaints procedures is available for parents/carers and students. There is also separate guidance on management of allegations of abuse against teachers or other staff.

7. Risk Assessment

7.1. Inspire! recognises that risk assessment is an important factor in keeping children safe. We aim to incorporate risk assessment procedures into our everyday working practices.

7.2. Risk assessments are carried out for all off site activities.

7.3. Inspire! building risk assessment is reviewed and updated at least annually.

7.4. Where appropriate, risk assessments are carried out on students and shared with staff.

8. Confidentiality Policy

8.1. Inspire! respects the rights of children to privacy and confidentiality but recognises that in certain circumstances confidentiality must be breached because of safeguarding concerns and the need for possible intervention.

9. Reporting concerns, suspicions and allegations

9.1. Inspire! will take seriously any concern about children's and young people's welfare and well-being and will support any child, staff member or volunteer in raising any safeguarding concern or suspicions. This support will continue whilst concerns are being investigated.

9.2. The guidance attached to this policy gives instructions on the procedure to be followed by staff or volunteers if a disclosure of abuse is made or if they have concerns or suspicions relating to a child's welfare.

9.3. See also separate guidance on school complaints procedures.

10. General principles in relation to accusations about child abuse

10.1. Abuse will not go away if it is hidden. An abused child can only be supported if the appropriate agencies know about the abuse. As a result, if any member of staff or volunteer is told by a child about abuse, the matter cannot be kept totally confidential. There is a duty to protect the child by sharing the information with the right person.

- 10.2. If a child starts to talk about abuse, do not ask searching questions in case someone suggests at a later stage that the evidence has been prompted or rehearsed. This is important if a case comes to court as suggestions that the evidence has been prompted could make it more difficult to convict the abuser.
- 10.3. It is important to treat children who talk about abuse – or “disclose” abuse – with gentleness, care and honesty, respecting what they say. Any child who has been abused will have suffered emotional damage and will be very vulnerable. It will require courage to talk about the abuse and what the child says may not be clear. Generally children reporting abuse are telling the truth.
- 10.4. Information about abuse should only be shared on a “need to know” basis, and staff or volunteers with sensitive information about a child should not talk to other members of the team, or to anyone else, about the issue.

11. **Safe recruitment and selection**

- 11.1. Inspire!’s recruitment policy aims to ensure that appointments will only be made if the appointing staff member is satisfied from the information provided, and gained through selection, that the applicant offers no risk of harm to children and young people. Staff involved in recruitment complete safer recruitment training.
- 11.2. If a member of staff or volunteer offered work at Inspire! is found to have convictions, cautions, reprimands or warnings that indicate a potential risk to children, it is Inspire!’s policy that an open and measured discussion will take place on the subject, with the applicant, before a recruitment decision is taken. In the case of volunteers facilitating Inspire! programmes in schools, permission will be sought to consult with the Head of School or senior child protection/personnel officer within the Hackney Learning Trust to deem their suitability for the position. This is in accordance with Inspire!’s policy on the recruitment of ex-offenders (*see Diversity and Equal Opportunities Policy*). If any member of staff or volunteer is found to have withheld relevant information that indicates a potential risk to children, the employment will be terminated immediately
- 11.3. See guidance in Inspire!’s Recruitment Policy.

12. **Induction and training for staff and volunteers**

- 12.1. It is Inspire!’s policy to offer appropriate briefings for all new staff and volunteers on the organisation’s Safeguarding and Child Protection Policy and Procedures
- 12.2. Inspire! staff and volunteers receive regular safeguarding updates as required (minimum annually) to provide them with the relevant skills and knowledge to safeguard children effectively

13. **Relevant legislation**

- 13.1. This policy is informed by the ‘Working Together to Safeguard Children’ guidance, DfE (2015), ‘Keeping Children Safe in Education’ Statutory guidance for schools and colleges, DfE (2016), ‘Work-Related Learning and the Law’ guidance, DfES (2006), ‘The prevent duty: for schools and childcare providers, June 2015, relevant legislation and Acts including The Children Act 2004, The Human Rights Act 1998, the United Nation’s Convention on the Rights of the Child, the Criminal Justice and Court Services Act 2000, the Protection of Children Act 1999, the Rehabilitation of Offenders Act 1974, Disqualification under the Childcare Act 2006 and the Safeguarding Vulnerable Groups Act 2006. We have also consulted guidance provided by the City and Hackney Safeguarding Board to inform this policy.

Guidance

14. Appointment of volunteers to work with young people

14.1. All volunteers applying to work with children or young people must complete the following application procedures:

- Complete a Disclosure and Barring Service Certificate application form where necessary. In deciding whether a DBS check is required, Inspire! will consider whether the volunteer will be taking part in 'regulated' activity, i.e. when contact with young people will take place frequently (once a month or more) or intensively (on three or more days in a 30-day period). In these instances, a DBS check would be needed. Volunteers having contact with children on an ad hoc or irregular basis for short periods of time will not be required to complete a DBS check, although Inspire! will ensure that they are always under the supervision of a member of school staff when on school premises
- Provide confirmation of identity (as required to complete a Disclosure Form)
- Participate in and satisfactorily complete a standard training programme or phone briefing
- Where a volunteer is put forward by their employer and Inspire! has briefed the nominated co-ordinator in the company on the requirements of the scheme, and the skills and qualities needed, Inspire! may choose to waive the requirement for written references.

14.2. In addition, where the volunteer will have unsupervised access to a young person outside school premises (i.e. as a mentor) the volunteer must:

- Have a face to face discussion with their company co-ordinator, line manager or a member of Inspire! staff, during which a standard set of questions, supplied by Inspire!, must be asked and the answers recorded. The company co-ordinator, line manager or member of Inspire! staff must confirm that they have no concerns about the individual's suitability to work with young people and sign and date this record accordingly.

14.3. An appointment will only be made if the Inspire! Project Manager is satisfied from the information provided that the applicant offers no risk of harm to children and young people.

14.4. If a Disclosure Check has not been completed in time for a volunteer to take up a post, the Headteacher of any schools with which that person is due to work will be informed. The Headteacher will decide if the person in question may work with pupils on school premises and under the supervision of an adult who has received clearance. No volunteer (i.e. a mentor) may meet with or take a young person off the school site until a Disclosure Check has been completed.

15. Code of Conduct for staff and volunteers when working with young people

15.1. **Staff and volunteers should always:**

- Treat everyone with respect and dignity
- Respect and be sensitive to individual beliefs, faiths, religions and sexuality
- Act as a good role model
- Respect a young person's right to privacy and be careful with the information that they share

- Show understanding and sensitivity when dealing with emotional issues
- Assess all situations, activities and trips to identify potential dangers and minimise risk
- Take any allegations, suspicions or concerns about abuse that a young person makes seriously (including those made against staff or volunteers) and report them following appropriate procedures
- Report any concerns that they themselves have, no matter how small they think they might be
- Provide an opportunity and environment for children to talk to others about any concerns they may have
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging any attitudes or behaviours that may be discriminatory in any way
- Remember that others may misinterpret your behaviour and actions regardless of how well intentioned they may be
- Volunteer mentors working with children on a one-to-one basis should always meet with their mentee in a public space

15.2. **Staff and volunteers should never:**

- Permit or accept abusive and discriminatory behaviour (i.e. bullying, taunting)
- Engage in inappropriate behaviour or contact (including horseplay)
- Allow or encourage others (staff, volunteers or young people) to engage in inappropriate behaviour and contact
- Use inappropriate or demeaning language
- Engage in a sexual relationship with a young person (consenting or not), whether inside or outside work
- Make sexually suggestive comments
- Give personal money to young people
- Give gifts to young people, no matter how small, without having the prior consent of the Deputy Head or Head of School
- Invite young people to individual homes
- Use alcohol, drugs or other substances when working
- Deliberately put yourself or others in compromising or potentially dangerous situations
- Promote their religious or political ideas or beliefs
- Believe 'it could never happen to me' or trivialise abuse
- Ignore these guidelines, even if they happen to encounter a young person when not on site or involved with a project

16. **E-Safety**

16.1. Inspire! has a duty of care to provide a safe learning environment for students and staff. This includes ensuring safety when using ICT equipment or any other media device.

- 16.2. All ICT users are encouraged to adopt safe and responsible use of ICT, both within Inspire!'s premises and outside.
- 16.3. Inspire! will obtain signed permission from parents/carers and /or the appropriate school representative to be able to use students' images in our publications, e.g. the website or newsletter.
- 16.4. Where students are freely searching the internet, staff are expected to be vigilant in monitoring the content of the websites they visit
- 16.5. Staff and students are aware that they must immediately report the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communications.
- 16.6. Any digital communication between staff, students, parents/carers, teaching staff volunteers and any other stakeholder (e.g. email) must be professional in tone and content.
- 16.7. Inspire! staff should ensure that no reference should be made in social media to students or their parents/carers.

17. **Lone working**

- 17.1. Staff and volunteers should only be alone with a young person if their specified role requires it, such as mentoring or 1-1 tuition, and then ensure that someone else is always aware of where they are
- 17.2. That a door is left open when a staff member is working 1 to 1 with a student.
- 17.3. The Deputy Head of School will provide a risk assessment to staff working 1:1 with a young person if it is deemed that additional controls need to be in place to work 1:1 with a young person.
- 17.4. The Deputy Head of School is responsible for implementing any additional controls required in 16.2
- 17.5. Where a member of staff is off site at the end of the working day and will not be returning to the Inspire! offices, the member of staff is required to phone or text their line manager to inform them when they have left the location and finished Inspire! business

18. **Procedures for reporting child protection concerns, suspicions and allegations**

- 18.1. Children often build up a confidential relationship with a particular adult, such as a mentor or teacher
- 18.2. As part of the ID programme induction, the Head of School is responsible for informing every referred student the key points of the confidentiality policy and how this impacts on them. This should include confirmation that the student understands the following:
 - Every child's safety is our priority
 - All ID staff work alongside support agencies to make sure that students are safe and can learn when at Inspire!
 - Inspire! staff will always act in the best interests' of students
 - Inspire! staff understand that there are many outside factors that prevent students from learning. ID staff will always try to help with any student

concerns, however, there may be other organisations best placed to support them. Inspire! will link with these organisations when appropriate to support the student. Consent will be sought from the student regarding referrals for any on-going support from outside agencies.

- Students may disclose information to Inspire! staff that is required to be shared with other agencies. This will be any information that staff consider to effect the safety of the child and/or where there has been an infringement of law
- Students will be informed with whom the information is going to be shared and updated by the Head of School or nominated member of school staff on progress

18.3. **What to do if a child discloses abuse on school premises and during the school day:**

If a child says that he or she has been abused, either physically, emotionally or sexually, the member of staff or volunteer should:

- React calmly so as not to frighten the child/young person – give them your **full** attention
- Be aware of your non-verbal messages
- Don't make promises that you cannot keep
- Keep responses short, simple, slow and gentle
- Don't stop a child who is talking freely about what happened – let them use their own words
- Observe and **listen** but don't ask for more information
- Tell them that they are not to blame
- Tell the child that they have done the right thing by telling you
- If you have difficulty in understanding the child's communication method, reassure them that you will find someone who can help
- Think carefully about who you need to share this information with - **do not confront the perpetrator**
- Tell them what you are going to do next
- Remember it is **not** your job to prove or disprove what the child tells you, merely to listen and make a record of the conversation as soon as possible
- Tell the Head of School **and** the Director of Inspire! (Designated Lead for Safeguarding and Child Protection) about what the child has said the same day, making sure the child is in a safe place with support while you do this. In the absence of these staff, inform an Inspire! Senior Programme Manager
- Record, in writing, all the details of what was said, using the exact wording used by the child. Do not try to interpret any of the information yourself. Date and sign the record. Give a copy to the designated person and keep a copy yourself.

18.4. **All notes and reports must contain the following:**

- Date of the incident
- Date and time of the record being made

- Name and date of birth of the child(ren) concerned
- A factual account of what happened, a record of what was seen and heard using the child's own words where possible
- The location where the incident or disclosure took place
- A note of any other people involved, e.g. as witnesses
- Action taken and any future plans, e.g. monitor and review
- Any other agencies that were informed
- Printed name of the person making the record
- Signature of the person making the record
- Job title of the person making the record

18.5. What to do if you have other concerns or suspicions or know of an allegation relating to a child's welfare

- Act immediately – do not delay; in an emergency get medical help
- Keep a detailed written record of the incident and your concerns
- If an allegation has been made against a member of school staff, the Inspire! Director must be informed immediately. If an allegation has been made against the Director, Inspire!'s Chair of Board must be informed immediately.
- If concerns or allegations do not relate to school staff, share the information with the Head of School **and** the Director of Inspire!. If the Director is not available, tell the Head of School or, in the absence of both the Head of School and the Director, inform an Inspire! Senior Programme Manager. If no one else is available and you think the child is in potential/actual danger, contact Social Services.

18.6. Allegations against a member of Inspire! staff or volunteer

- 18.6.1. If an allegation is made against a member of staff or volunteer, Inspire!'s disciplinary procedure will be followed and an investigation conducted. Inspire! reserves the right to restrict a staff member or volunteer from any contact with young people once an allegation has been made (justified or not), whilst an investigation is being conducted. Appropriate support, including access to an external person to speak with, will be provided for staff or volunteers who are subject to any investigations.

19. Support for staff and volunteers

- 19.1. Inspire! staff or volunteers who are told about abuse by a child may need guidance, emotional support and assurance that they have acted in the right way. Staff may seek this support from Inspire!'s designated Lead Safeguarding Officer
- 19.2. Support will be provided for staff reporting other concerns and risks to young people or suspicions about other members of staff, school staff or volunteers
- 19.3. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline (<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line>) is available for staff who do not feel able to raise concerns regarding child protection failures internally

Appendix 1: Contact Details

Position	Name	Contact details
Designated Lead for Safeguarding and Child Protection at Inspire!	Director, Jonny Boux	07957 620462
Deputy Lead for Safeguarding and Child Protection at Inspire!	Head of School, Joel McIlven	07870 517870
Named Senior Member of Staff for Allegations	Director, Jonny Boux	07957 620462
Children's Social Care Services	First Response Team	020 8356 5500
Children's Social Care Services	Emergency Duty Team (5pm – 9am)	020 8356 2710
Local Authority Designated Officer		020 8356 4569 LADO@hackney.gov.uk
NSPCC	24 Hour Helpline	0808 800 5000
Ofsted		08456 404 040
The Hackney Learning Trust	Safeguarding in Education Team	020 8820 7551
Independent Safeguarding Authority (ISA)	Home Office	www.isa.homeoffice.gov.uk
City and Hackney Safeguarding Children Board	Angela Bent	www.chscb.org.uk 020 8356 3348
Child Abuse Investigation Team (CAIT)	Police	020 8217 6552

Appendix 2: Child Abuse

1. Definitions

There are four types of child abuse. They are defined in the UK Government Guidance Working Together to Safeguard Children 2013 (1.33 – 1.36) as set out in the NSPCC Child Protection factsheet 'The categories of child abuse' (2010) are as follows:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

2. Physical abuse

2.1. Physical abuse 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.

3. Emotional Abuse

3.1. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

3.2. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4. Sexual Abuse

4.1. 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.

5. Neglect

- 5.1. Neglect is 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.
- 5.2. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - provide adequate food, clothing and shelter (including exclusion from home or abandonment);
 - protect a child from physical and emotional harm or danger;
 - ensure adequate supervision (including the use of inadequate care-givers);
 - ensure access to appropriate medical care or treatment.
- 5.3. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

6. Signs of abuse

- 6.1. Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have a responsibility, as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.
- 6.2. The following information should help you to be more alert to the signs of possible abuse.

7. Indications of Physical Abuse

- 7.1. Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.
- 7.2. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place some-time later.
- 7.3. **The signs of physical abuse may include:**
 - unexplained bruising, marks or injuries on any part of the body
 - multiple bruises- in clusters, often on the upper arm, outside of the thigh
 - cigarette burns
 - human bite marks
 - broken bones
 - scalds, with upward splash marks

7.4. Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

8. Indications of Emotional Abuse

8.1. Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

8.2. Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

9. Indications of Sexual Abuse

9.1. Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

9.2. It is also important to remember that it is not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

9.3. The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains or discomfort when walking or sitting down
- pregnancy

9.4. **Changes in behaviour which can also indicate sexual abuse include**

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

10. **Indications of Neglect**

10.1. Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

10.2. **The physical signs of neglect may include:**

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions

10.3. **Changes in behaviour which can also indicate neglect may include:**

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

11. These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

Appendix 3: So called Honour based violence

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 will be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

3a Forced marriage

Potential warning signs or indicators

Both men and women facing forced marriage may become anxious, depressed and emotionally withdrawn with low self-esteem. They may come to the attention of practitioners for a variety of reasons, some of which are outlined below. Whilst the factors set out in this list may be an indication that someone is facing forced marriage, it should not be assumed that it is forced marriage simply on the basis that someone presents with one or more of these warning signs. These warning signs may indicate other types of abuse that will also require a multi-agency response.

There have been occasions when women have presented with less common warning signs such as cut or shaved hair as a form of punishment for disobeying or perhaps "dishonouring" her family. In some cases, a girl may report that she has been taken to a private practice to be examined to see if she is a virgin. There have been reports of women presenting in the NHS with symptoms associated with poisoning.

List of potential warning signs or indicators

These indicators are not intended to be an exhaustive list.

- Absence and persistent absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.
- Being withdrawn from school by those with parental responsibility.
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate safeguarding procedures outlined in this policy, using existing national and local protocols for multi-agency liaison with police and children's social care.'

3b FGM – Female Genital Mutilation

Inspire! has robust and rigorous safeguarding procedures and takes its child protection responsibilities seriously. Female Genital Mutilation is child abuse and as such is dealt with

under the schools Safeguarding policy. All staff are expected to adhere to and follow this policy.

The UK Government advice and guidance on FGM that states: "FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."

The World Health Organisation definition of FGM:

Definition of FGM:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."

(World Health Organisation-1997)

FGM is classified into four major types:

1. Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals).
2. Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are "the lips" that surround the vagina).
3. Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
4. Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

Girls may be at risk during any time of the year. However, there is a possibility that they may be at more risk of FGM during school summer holidays. During this period families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. FGM is practised in the Middle East and 28 African countries. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.

In order to protect our children and young people it is important that key information is known by Inspire! staff.

Indications that FGM has taken place:

- Prolonged absences with noticeable behaviour change – especially after a return from holiday
- A girl may spend longer than normal in the bathroom or toilet due to difficulties urinating
- A girl may spend long periods of time away from the class during the day with bladder or menstrual problems.

Indications that a child may be at risk of FGM:

- The family comes from a community that is known to practise FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.
- Any girl withdrawn from Personal, Social Health and Citizenship Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

If we have concerns that children in our school community are at risk or have been victims of Female Genital Mutilation then we refer to Hackney Children Social Care. We may;

ASK

Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holiday ask questions like:

- Who is going on the holiday with the child?
- How long they plan to go for and is there a special celebration planned?
- Where are they going?
- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- Are they aware that FGM is illegal in the UK even if performed abroad?
- This policy will be updated whenever there is a change to any safeguarding legislation or Ofsted inspection practice, or any regulatory body's requirement or recommendation.

Reporting to Police in event of Female Genital Mutilation is mandatory.

Appendix 4: 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
- 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.

Pupils 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 young person is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the young person 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 student / pupil’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 young person 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 – the young person 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 organisation
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis