

# Child Protection Policy

Birchwood Community Academy Trust

Policy owner (Name):	Mr J Burnham
Policy owner (Job Title):	Deputy Head Behaviour, Welfare and Safeguarding
Governing body oversight:	Policy Review Committee
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## Principle

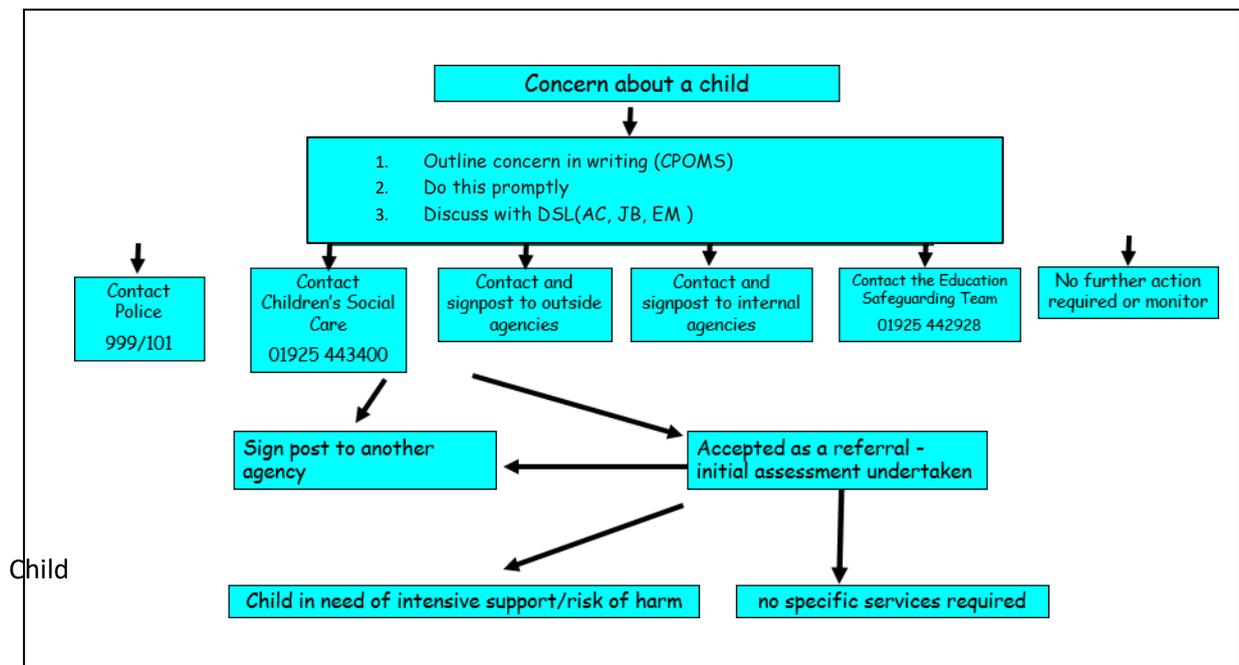
Birchwood Community High School is committed to the welfare and protection of all learners and students in our care. All staff have responsibility to be familiar with Child Protection Guidelines and to be alert to signs and symptoms of possible child abuse issues that need to be referred to the Designated Safeguarding Lead or Headteacher. Child protection is the responsibility of all people who work with children/young people, therefore, Birchwood Community High School does not work in isolation but uses a team approach within a framework of multi-agency collaboration. In situations where child abuse is suspected or concerns about well-being or welfare are raised, our paramount responsibility is to the child.

## Purposes

1. To protect the child from significant harm and prevent further abuse;
2. To ensure that any learner or student who has been abused, or has any concerns about their own well-being or the well-being of others, is able to talk to a member of staff confident that the matter will be followed up;
3. To provide all staff, including ITT students, with appropriate training to fulfil their responsibilities;
4. To make staff aware of the signs and symptoms of abuse so that no learner or student who is being abused is missed.
5. To recognise the child's right to be made aware of actions being taken on his/her behalf.
6. To recognise that parents/carers have the right to be involved in decisions and plans which affect them, but that the interests of the child and the welfare of the child must be the paramount consideration.

**Accordingly the school will:**

1. Have named senior members of staff who is appropriately trained as the Designated Safeguarding Lead (DSL) with responsibility for Child Protection. In 2019-2020 this is John Burnham, Deputy Headteacher and Amanda Crompton, Pastoral Manager; The DSL responsibilities are:
2.
  - a. To take the lead responsibility for dealing with Safeguarding and Child Protection in school.
  - b. To act as a source of support, advice and expertise within school when deciding whether to make a referral by liaising with relevant agencies.
  - c. To recognise how to identify signs of abuse and when it is appropriate and how to make a referral to Social Care.
  - d. To provide whole school staff safeguarding training, recommended on a yearly basis.
  - e. To be aware of the Warrington Safeguarding Partnership (formally WSCB) and how it operates.
  - f. To attend child protection case conferences/ Child in Need meetings and understand how to contribute effectively.
  - g. To ensure all staff have access to and understand the schools Safeguarding policies.
3. Have an additional named member of staff who is appropriately trained to support Designated Safeguarding Lead. This is Emma Mills, Headteacher;
4. Have a Lead Governor for Safeguarding. In 2019-2020 this is Rosemary Panting;
5. Ensure that staff receive annual training and regular updates on current Child Protection legislation, procedures and guidelines. Importantly, this will be provided on induction. This is to ensure that all staff are aware of their responsibilities in identifying and reporting abuse. Give the Designated Safeguarding Lead's the opportunity to receive regular, timely and appropriate training. This will include annual training and regular updates from Warrington Local Authority;
6. Have a simple defined system for reporting and responding to concerns about children:



7. Ensure that staff know, through training, that:
  - a. Any adult can refer to Children's Social Care (01925 443400) or the Police if a child is in immediate danger;
  - b. If there is dissatisfaction with the action or outcome following a referral to the Designated Safeguarding Lead then this should be escalated to the Headteacher and then Chair of Governors;
  - c. If the Designated Safeguarding Leads are dissatisfied or have concerns about the decisions made by external agencies, that there are specific routes of escalation and these will be used in the best interest of the child;
  - d. Concerns about staff in school should be reported, using the system above to the Headteacher. In their absence, the acting Headteacher, who take responsibility for contacting the LADO. In the case of the concern being about the Headteacher (or their

nominee), the concern should be reported to the Chair of Governors, Ms A. Atherton who will take responsibility for contacting the LADO;

- e. The Whistleblowing Policy is in place as part of our safeguarding responsibility. This emphasises that wherever possible that the concern should be raised within the Academy for swift resolution. See the published policy.
8. Support families with a wide range of services through the Early Help Agenda;
  9. Ensure that annual training for all school staff includes awareness of and risk indicators of all aspects of harm that can affect a child, physical, emotional, sexual and neglect. There will be specific information to inform about the risk factors, vulnerabilities to, procedures for reporting concerns and the means to safeguard and support children.
  10. Ensure that annual training and supplementary information is available (see Appendix) for all school staff related to the key issues from Working Together to Safeguard Children:
    - a. Radicalisation, extremism and terrorism under the Counter Terrorism and Security Act 2015. These terms are defined as:

***Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.*

***Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.*

***Terrorism** is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause.*

The Prevent Officer and associated contact details are:

**Birchwood CHS Point of Contact:** Mr Burnham or Mrs Crompton

**Prevent Officer: Andrew McIntyre**

[prevent@cheshire.pnn.police.uk](mailto:prevent@cheshire.pnn.police.uk)

- b. Child Sexual Exploitation (CSE). The statutory definition of this is:

*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;*

- c. Forced Marriage, the statutory definition of this is:

*A forced marriage is where one or both people do not or cannot consent to the marriage, and pressure or abuse is used to force them into marriage.*

- d. Honour Based Violence and especially Female Genital Mutilation. Female Genital Mutilation is defined as:

*Comprises all procedures that involve partial or total removal of the external female genitalia,*  
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*or other injury to the female genital organs for non-medical reasons. **FGM** is recognized internationally as a violation of the human rights of girls and women.*

WHO

Staff must be aware that if a disclosure is made in the course of their duties relating to FGM, they have a **mandatory reporting duty** and this duty is **personal**. This means that the individual must contact the police. It is advised that the person should discuss this with the Designated Safeguarding Lead who will support the member of staff to fulfil their duty and following the report.

- e. Private Fostering. This is defined as:

*Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private arrangement** made between a parent and a carer, for 28 days or more.*

The Designated Safeguarding Lead has a mandatory duty to report such arrangements to the Local Authority;

- f. Peer on Peer Abuse. Across the scope of contemporary issues, for example, being sexually touched, violence, sexual or otherwise, harassment/control in relationship and boys being subject to initiation. Useful guidance includes:
- 'Sexual violence and sexual harassment between children in schools and colleges' (Ofsted 2017)
  - 'Sexing in schools and colleges, responding to incidents and safeguarding young people' guidance will be used to respond to sexting incidents.

- g. Child Criminal exploitation: County Lines. Defined as:

County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs. The 'County Line' is the mobile phone line used to take the orders of drugs.

11. Ensure that the school has appropriate recruitment and selection procedures in place which comply with current guidance and legislation relating to safeguarding children and that these procedures are adhered to and monitored.
12. Include Child Protection training as part of the induction training for all new staff and for students in the Training School;
13. Work collaboratively with the police, social services and other agencies in line with Warrington Safeguarding Partnership guidelines;
14. Monitor learners and students who have been identified as 'vulnerable';
15. Ensure that key concepts of Safeguarding and Child Protection are integrated within the curriculum especially via the Learning for Life Curriculum. This will include the use of specialist resources, for example the Police or Addaction, Missing from home team;
16. Create an environment where learners and students feel secure, have their viewpoints valued, are encouraged to talk and are listened to;
17. Ensure that parents/carers have an understanding of the responsibility placed on the school and staff in reporting safeguarding concerns;
18. Follow Local Authority procedures when dealing with allegations against staff (see Managing Child Protection Policy

Allegations Flowchart). The LADO and associated contact details are:

**LADO: Fiona Cowan 01925 443102 Assistant**

**LADO: Beki Byron 01925 443101**

19. Trained the Governing Body on the management of Safeguarding and have a named governor who is appropriately trained to report to the Full Governing Body on Child Protection and Safeguarding.

## **Evaluation**

1. A named Governor (currently Mrs R Panting) will review the school systems, procedures and outcomes annually and report any issues to the Governing Board.
2. Feedback from learners, students and families who have been supported.
3. Feedback from additional agencies including OFSTED.

This policy complies with:

1. Children's Act 1989 and 2005
2. Section 175 of the Education Act 2002
3. Working Together to Safeguard Children - [Statutory Guidance 2018](#)
4. Keeping Children Safe in Education - Statutory Guidance ([September 2019](#))

## Useful links

[Keeping Children Safe in Education 2019 - Statutory Guidance](#)  
[Working Together to Safeguard Children 2018 - Statutory Guidance](#)  
[What to do if you are worried a child is being abused](#)

## Appendix

### Child Protection Policy – Additional Information

#### Definitions of Abuse

**Abuse:** Somebody may abuse a child by inflicting harm, or by failing to prevent harm. Children can be abused by adults or other children.

**Types of Abuse: Source DfE Keeping Children Safe in Education: Statutory guidance for schools and colleges.**

**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.

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

**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 capacity as well as overprotection and limitations 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:** Involved 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 children 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.

This document will provide additional information about:

1. Radicalisation, Extremism and Terrorism
2. Female Genital Mutilation
3. Forced Marriage
4. Child Sexual Exploitation
5. Private Fostering
6. County Lines
7. Child Missing from education

This is to complement the Child Protection Policy and support the information in the last Annual Safeguarding Training.

**In general, we can safeguard the children who are at risk of harm by ...**

1. educating children about their rights and working to shift attitudes related to the topic area
2. listening to children and their families
3. understanding our professional duties, both lawfully and professionally
4. knowing the risks and those at risk
5. reviewing the vulnerability register frequently and evaluating the impact of support
6. managing confidential information within the staff team
7. working with professional agencies and share information appropriately within the Pan Cheshire Guidelines
8. escalate our concerns if we have them
9. forensic monitoring of attendance, performance and eSafety systems
10. fostering good relationships with children and their families
11. providing high levels support (and specialist where necessary) for the children and families who need it
12. keep simple and timely records

## **Radicalisation, Extremism and Terrorism**

### **Definitions**

The UK Government defines **extremism** 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. Extremism also includes calls for death of members of the armed forces. (Revised Prevent Duty Guidance for England and Wales (originally issued on 12th March 2015 and revised on 16th July 2015, paragraph 7)

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (Revised Prevent Duty Guidance for England and Wales, issued on 12th March 2015 and revised on 16th July 2015, definition)

**Terrorism** is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause (Section 1 of the Terrorism Act 2000).

### **Vulnerabilities to Radicalisation, Extremism and Terrorism**

1. 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.
2. 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.
3. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil 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 student / pupil 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 – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

### **Reporting Radicalisation, Extremism and Terrorism**

1. Follow the BCHS protocols for reporting a concern or a disclosure from a child
2. Pass this to the Designated Safeguarding Lead (DSL)
3. The DSL will contact the Education Safeguarding Team contact on 01925 442928 and consider the advice
4. The DSL may make immediate contact with the Police via [Andrew McIntyre prevent@cheshire.pnn.police.uk](mailto:Andrew.McIntyre.prevent@cheshire.pnn.police.uk)
5. Written referral to the Prevent Team may follow
6. A referral to Children’s Social Care may be considered by the DSL
7. Mentoring, support and counselling may be offered following advice

*\*If any member of staff thinks that a child is at risk of immediate, significant harm, they can call the Police or Social Care (01925 443400)*

### **Female Genital Mutilation**

<http://safeguardingchildren.co.uk/admin/uploads/one-minute-guide/fgm-one-minute-guide.pdf>

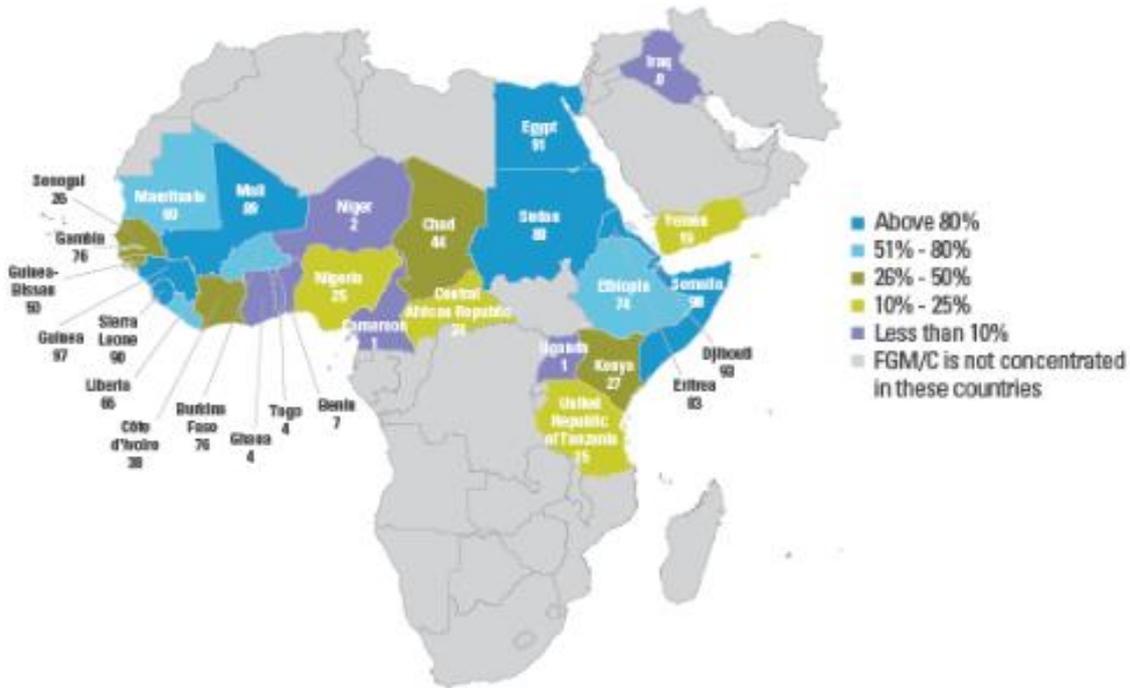
#### **Definition**

**Female genital mutilation (FGM)** comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. ... **FGM** is recognized internationally as a violation of the human rights of girls and women.

*WHO*

#### **Vulnerabilities to Female Genital Mutilation**

The first and a significant factor is that a girl comes from a community that is known to practise FGM:



FGM has existed for centuries in all parts of the world. In Europe and the United States Clitoridectomies were performed from as early as the 19thC up until 1960s. However, the majority of FGM practicing communities are found on the African continent. Over 36 African countries have FGM practicing communities, while the procedure is also prevalent in around 11 South/South East Asian and 12 Middle Eastern countries. Indigenous communities in Latin America have also been found to practice FGM, while the prevalence rates in Europe, Australasia and North America are predominantly linked to immigrant communities who come from FGM practicing countries and cultures

**Risk Indicators:**

- The family comes from a community that is known to practice FGM;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female who has a relative who has already undergone FGM must be considered to be at risk;
- The socio-economic position of the family and the level of integration within UK society can increase risk;
- Parents state that they or a relative will take the child out of the country for a prolonged period;

- Parents have poor access to information about FGM and do not know about harmful impact;
- Girl has attended travel clinic for vaccinations;
- Family not engaging with professionals i.e.: health or school;
- A child may talk about a long holiday (usually over the school summer holiday) to her country of origin or another country where the practice is prevalent;
- A child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion;
- A professional hears reference to FGM in conversation, for example a child may tell other children about it.

#### **Signs that FGM has taken place:**

- Prolonged absence from school with noticeable behaviour changes on the girl's return;
- Longer/frequent visits to the toilet particularly after a holiday abroad, or at any time;
- Some girls may find it difficult to sit still and appear uncomfortable or may complain of pain between their legs;
- Some girls may speak about 'something somebody did to them, that they are not allowed to talk about';
- A professional overhears a conversation amongst children about a 'special procedure' that took place when on holiday;
- Young girls refusing to participate in P.E regularly without a medical note;
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain

#### **Reporting Female Genital Mutilation**

The reporting duty for FGM is personal and mandatory which means that this responsibility lies with the person that the disclosure or discovery is made to. This means that the person should record all factual information in line with school protocols and then call 101. The Safeguarding Team will support any person who needs to do this and suggest this process:

1. Follow the BCHS protocols for reporting a concern or a disclosure from a child
2. Pass this to the Designated Safeguarding Lead (DSL)
3. The DSL will contact the Education Safeguarding Team contact consider their advice
4. The member of staff with the support of the DSL will make immediate contact with the Police
5. A referral to Children's Social Care may be completed by the DSL with the information from the member of staff
6. Mentoring, support and counselling may be offered to the member of staff and child

*\*If any member of staff thinks that a child is at risk of immediate, significant harm, they can call the Police or Social Care (01925 443400)*

## **Forced Marriage**

### **Definition**

A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where duress is a factor. FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014

The Government makes a 'clear distinction' between forced marriage and arranged marriage based on the issue of choice. In arranged marriages the families of both spouses take a leading role in choosing the marriage partner, but the choice of whether or not to accept the arrangement remains with the prospective spouses. In forced marriage, there is no choice – one or both spouses do not consent to the marriage or their consent is extracted under duress. This is predominantly a female issue but males are affected.

### **Forced marriage in the UK often takes three forms:**

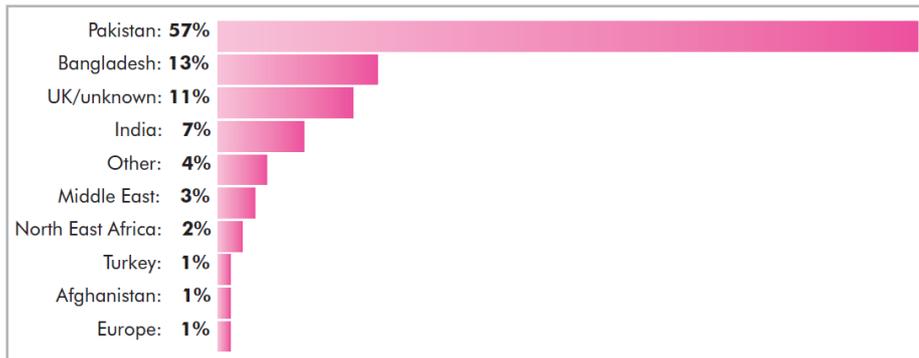
1. an individual who fears they may be forced to marry in the UK or overseas;
2. an individual who has already been forced to marry in the UK or overseas;
3. and a spouse who has come to the UK as a result of a forced marriage.

### **Motives for Forced Marriage**

- Controlling unwanted behaviour i.e. drinking alcohol and behaving in a 'westernised manner'
- Preventing 'unsuitable relationships'
- Attempting to strengthen family links
- Achieving financial gain i.e. through bride price
- Protecting family honour or 'izzat'

### **Vulnerability Indicators**

- From a community where this is prevalent. Reporting is inconsistent but based on reports...



<http://www.refuge.org.uk/files/1001-Forced-Marriage-Middle-East-North-East-Africa.pdf>

- Family or history
- Absence from school and indication from a family that their child will leave education
- Travelling abroad and not knowing why
- Child Missing from Education
- Missing or removed travel documents

#### **Emerging Reporting Factors from a Child:**

- Physical abuse
- Threats to kill
- Emotional abuse
- Threats to send back to home country
- False imprisonment
- Monitoring of movements
- Financial abuse: interference with education and access to money

#### **Reporting Forced Marriage**

1. Follow the BCHS protocols for reporting a concern or a disclosure from a child
2. Pass this to the Designated Safeguarding Lead (DSL)
3. The DSL will contact the Education Safeguarding Team contact consider their advice
4. The member of staff or the DSL will make contact with the Police if there is a suspicion of a crime
5. A referral to Children's Social Care may be completed by the DSL with the information from the member of staff
6. Mentoring, support and counselling may be offered to the member of staff and child

*\*If any member of staff thinks that a child is at risk of immediate, significant harm, they can call the Police or Social Care (01925 443400)*

## **Child Sexual Exploitation**

### **Definition**

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 Signs of Risk and Vulnerabilities**

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, and parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of honour based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homelessness
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carers

### **Signs and Behaviours of Children of who are Exploited:**

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Offending
- Repeat sexually transmitted infections, pregnancy and terminations
- Absence from school
- Change in physical appearance
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking site
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm

- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. Professionals should immediately start an investigation to determine the risk, while taking preventative and protective action as required. However, it is important to note that children without pre-existing vulnerabilities can still be sexually exploited. Therefore, any child showing risk indicators in the second list, but none of the vulnerabilities in the first, should also be considered as a potential victim, with appropriate assessment and action put in place as required.

### **Reporting Child Sexual Exploitation**

1. Follow the BCHS protocols for reporting a concern or a disclosure from a child
2. Pass this to the Designated Safeguarding Lead (DSL)
3. The DSL will contact the Education Safeguarding Team contact consider their advice
4. The DSL may consider contacting the Police if there is a report of a crime
5. The DSL will follow the Pan Cheshire Guidelines and consider completing a CSE Screening tool and referral to CSOG.
6. A referral to Children's Social Care may be completed by the DSL with the information from the member of staff
7. Specialist mentoring, support and counselling may be offered to the member of staff and child

*\*If any member of staff thinks that a child is at risk of immediate, significant harm, they can call the Police or Social Care (01925 443400)*

### **Private Fostering**

#### **Definition**

When a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private arrangement** made between a parent and a carer, for 28 days or more.

#### **Examples of Private Fostering Arrangements**

1. Where arrangements are made due to parental illness or distress or when parents' work or study involves long or anti-social hours;
2. Children sent from abroad to stay with another family, usually to improve their educational opportunities;
3. Asylum seeking and refugee children;

4. Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents and who may not be in touch with agencies such as education services;
5. Children staying with families while attending a school away from their home area; and
6. Children from overseas whose parents do not reside in this country.

### **Reporting Private Fostering Arrangements**

1. Follow the BCHS protocols for reporting a concern or a disclosure from a child
2. Pass this to the Designated Safeguarding Lead (DSL)
3. The DSL will contact the Education Safeguarding Team contact consider their advice
4. A referral to Children's Social Care may be completed by the DSL with the information from the member of staff
5. Specialist mentoring, support and counselling may be offered to the member of staff and child

*\*If any member of staff thinks that a child is at risk of immediate, significant harm, they can call the Police or Social Care (01925 443400)*

### **Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years
- Can still be exploitation even if the activity appears consensual
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, males and females, and young people and adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## **Signs and Behaviours of Children of who are Exploited:**

- Persistently going missing from school or home and/or being found out of area
- Excessive receipt of text messages/phone calls and/or having multiple mobile phones
- Receipt of gifts from unknown sources
- Relationships with controlling/older individuals or groups
- Parental concerns
- Carrying weapons
- Gang association/isolation from peers

## **Reporting Child Criminal Exploitation**

6. Follow the BCHS protocols for reporting a concern or a disclosure from a child
7. Pass this to the Designated Safeguarding Lead (DSL)
8. The DSL will contact the Education Safeguarding Team contact consider their advice
9. The DSL may consider contacting the Police if there is a report of a crime
10. The DSL will follow the Pan Cheshire Guidelines and consider completing a CCE Screening tool and referral to CSOG.
11. A referral to Children's Social Care may be completed by the DSL with the information from the member of staff
12. Specialist mentoring, support and counselling may be offered to the member of staff and child

*\*If any member of staff thinks that a child is at risk of immediate, significant harm, they can call the Police or Social Care (01925 443400)*

## **Child Missing from Education**

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, including sexual abuse and/or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance misuse, risk of travelling to conflict zones, risk of FGM or forced marriage.

Staff should be aware of their school/college unauthorised absence and child missing education procedures.