

Appendix 3

Specific Safeguarding and Child Protection Issues and Terminology

If a member of staff has concerns that one of the following safeguarding issues could apply to a child, they should alert the DSL/DDSL who will have access to further information and guidance.

1 Bullying including cyberbullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Cyber Bullying or 'virtual' bullying can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience online.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

2 Child Criminal Exploitation (CCE) (often referred to as County Lines – see below (number 7))

This is a growing issue where gangs target vulnerable children to get them to carry out criminal activity. They are often at risk of or subject to abuse themselves.

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

3 Child in Need (CIN)

A **child in need** is defined under the **Children Act 1989** as a **child** who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a **child** who is disabled. This is the first stage of formal local safeguarding partnership intervention under Section 17 (it may come after Early Help).

4 Child Missing Education (CME)

A child of compulsory school age who is not registered at a school, not placed in alternative provision by a local authority and who is not receiving suitable education at home. RET have a CME policy in place.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

5 Child Protection Plan (CP)

A child protection plan is a plan drawn up by the local authority under Section 47. It sets out how the child can be kept safe, how things can be made better for the family and what support they will need. This is the second and most serious stage of local safeguarding partnership intervention and may result in removal from the family home.

6 Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. [Further information](#)

7 County Lines

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks groom and exploit children to sell drugs. Often these children are made to travel across counties and they use dedicated mobile phone lines to supply drugs.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

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8 Domestic violence (DV)

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional.

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

9 Drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

10 Early Help

Also known as early intervention, is support given as soon as a problem emerges, at any stage in a child or young person's life (Department for Education (DfE), 2018). Early help services can be delivered to parents, children or whole families, but their main focus is to improve outcomes for children.

11 Fabricated or induced illness (FI)

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- Fabrication of signs and symptoms. This may include fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- Induction of illness by a variety of means.

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

<https://www.safeguardingschools.co.uk/fabricated-or-induced-illness/>

12 Faith abuse

Abuse linked to belief, including belief in witchcraft or possession.

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

13 Female genital mutilation (FGM)

- a. Female genital mutilation (sometimes referred to as female circumcision) 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. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.
- b. Teachers must **personally** report to the police cases where they discover (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out*. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>

*good practice is for the teacher to report this with the DSL or DDSL present while they make the phone call.

14 Forced marriage (FM)

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

<https://www.gov.uk/guidance/forced-marriage>

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15 Gangs and youth violence There is a renewed focus on teachers recognising when children are at risk of serious violence or at risk of being involved in serious violence.

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

16 GDPR

GDPR is a legal framework that sets guidelines for the collection and processing of personal information from individuals who live in the European Union (EU). GDPR does not prevent information sharing for the purposes of keeping children safe.

<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

17 Gender-based violence/violence against women and girls (VAWG)

<https://www.gov.uk/crime-justice-and-law/violence-against-women-and-girls>

18 Honour-based abuse

- a. So-called 'honour-based' abuse (HBA) 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.
- b. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.
- c. If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see section 7 of this document).

<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

19 Local Safeguarding Children Partnership

Each locality has access to its own dedicated team of Safeguarding Partners who work collaboratively to strengthen the child protection and safeguarding system in the local area.

The Safeguarding Partners are a team of key professionals from three sectors: the local authority; the clinical commissioning group for any area that falls under the local authority; and the chief officer of police for any area that falls under the local authority.

Together, the 3 Safeguarding Partners are responsible for agreeing on and implementing new safeguarding strategies that should improve multi-agency working capacity and, in turn, improve the provision of safeguarding and child protection agreements in the local area. To achieve this, the Safeguarding Partners must outline exactly how they will work together with all relevant agencies and make clear their arrangements for conducting local reviews.

20 Mental health

Mental health is a level of psychological well-being, or an absence of a mental disorder; it is the "psychological state of someone who is functioning at a satisfactory level of emotional and behavioural adjustment. At least one in four people will experience a mental health problem at some point in their life and one in six adults has a mental health problem at any one time. One in ten children aged between 5 and 16 years has a mental health problem, and many continue to have mental health problems into adulthood.

<https://www.gov.uk/government/collections/public-mental-health>

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21 Peer-on-peer abuse or Child on Child

- a. **Peer on peer abuse** occurs when a young person is exploited, bullied and / or harmed by their **peers** who are the same or similar age; everyone directly involved in **peer on peer abuse** is under the age of 18. Peer on peer abuse occurs where there is a power imbalance between the parties and one exhibits controlling and coercive behaviour towards the other. We acknowledge that peer on peer abuse does not just apply to males versus females but also females versus males and same sex.

- b. Further information can be found at:

http://www.trixonline.co.uk/website/news/pdf/policy_briefing_No-198.pdf

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/farrer--co-safeguarding-peer-on-peer-abuse-toolkit-2019.pdf>

22 Private fostering

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. In these circumstances, the Headteacher or DSL must inform the Local Authority (through the MASH and/or admissions team) as an assessment of the living circumstances must be undertaken. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

23 Radicalisation – PREVENT and CHANNEL

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.gov.uk/government/publications/channel-guidance>

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/protecting-children-from-radicalisation>

https://www.internetmatters.org/issues/radicalisation/?gclid=CjwKCAjw1_PqBRBIEiwA71rmteD5xq7XHHKrgnBWZYS tXi2S26Ek3zPtWyqtH0up4MmCV6L65fNAdxoCOMUQAvD_BwE

- a. The school has a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of its functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
- b. The school will have regard to the statutory guidance. It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.
- c. The school can also build students’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- d. The Prevent duty is not intended to stop students debating controversial issues. On the contrary, the school aims to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- e. “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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.
- f. The school will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- g. Staff will have both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- h. The school will take advice from the local Prevent team and the Local Authority on the specific issues and risk factors in its local context.

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- i. Staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.
- j. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.
- k. If the school assesses that there is a risk of any child being drawn into terrorism it will refer to the local authority for advice.
- l. The school will work in partnership with
 - 1. the Local Safeguarding Children Partnership
 - 2. the Local Authority
 - 3. the local Prevent co-ordinator
- m. Effective engagement with parents/the family is also important as they are in a key position to spot signs of radicalisation.
- n. The school will assess the training needs of staff annually.
- o. The Designated Safeguarding Lead will undertake specific Prevent awareness training and will provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- p. The school will ensure that suitable IT filtering and monitoring is in place.
- q. Internet safety is integral to the school's ICT curriculum and is also embedded in PSHCE and RSE.
- r. Staff will be trained to be aware of the risks posed by the online activity of extremist and terrorist groups.
- s. The school already promotes the spiritual, moral, social and cultural development of students and, within this, fundamental British values.
- t. The school will build students' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- u. Personal, Social and Health Education (PSHE) will be used to provide students with time to explore sensitive or controversial issues, and equip them with the knowledge and skills to understand and manage difficult situations. The subject will be used to teach students to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.
- v. Citizenship helps to provide students with the knowledge, skills and understanding to prepare them to play a full and active part in society. It equips students to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, students learn about democracy, government and how laws are made and upheld. Students are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- w. If staff have a concern about a particular student, they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

24 Sexting

Sexting is when a young person takes an indecent image of themselves and sends this to their friends or boy/girlfriends via mobile phones. The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by a child's future employers, their friends or even by paedophiles. Sexting or Youth Produced Sexual Images are illegal. This includes passing images and viewing or storing them.

<https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>

25 Sexual Assault and Violence

- a. Harassment – The making of unwanted sexual advances or obscene remarks.
- b. Assault
 - i. The age of consent to any form of sexual activity is 16 for both men and women.

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- ii. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.
 - iii. It is an offence for anyone to have any sexual activity with a person under the age of 16. However, Home Office guidance is clear that there is no intention to prosecute teenagers under the age of 16 where both mutually agree and where they are of a similar age.
 - iv. It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.
 - v. The Sexual Offences Act 2003 provides specific legal protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity. There is a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity.
- c. For up to date advice and guidance on sexual harassment and assault see:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf

26 Sexual Harassment

Behaviour characterised by the making of unwelcome and inappropriate sexual remarks or physical advances. This can be physical or non-physical and can be online or in person.

See online guidance under 'Sexual Assault'.

27 Teenage relationship abuse

Preventing teenagers from becoming victims and perpetrators of abusive relationships.

<https://www.georgesalter.com/documents/parents/safeguarding/Teenage-Relationship-Abuse.pdf>

28 Toxic Trio

There is an increased awareness of the prevalence of interaction of three key elements of concern in households where there are safeguarding concerns. These are as follows: Domestic violence and abuse (DV&A); parental substance abuse (alcohol or drugs) and parental mental health issues.

29 Trafficking

"Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation or the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

30 Upskirting

Upskirting is the act of taking a photograph of underneath a person's skirt without their consent. It is a criminal offence in the UK and is treated as peer on peer abuse in schools.

<https://www.gov.uk/government/news/upskirting-know-your-rights>

<https://www.cps.gov.uk/legal-guidance/voyeurism>

31 Youth Produced Sexual Imagery (YPSI)

Youth Produced Sexual Imagery (YPSI or "Sexting") can be defined as images or videos generated by children under the age of 18 that are of a sexual nature or are considered to be indecent.

<https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>