



Cox Green Safeguarding Booklet

2023/2024

Introduction

The issue of safeguarding our young people is one which Cox Green has always taken extremely seriously. Indeed, it is always a key item on the first Staff Professional Development Day of each academic year. At Cox Green school we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes social, physical and moral development of the individual child. All staff recognise when young people are at risk and how to access help if it is needed.

The following notes are based upon the statutory guidance for schools and colleges - *Keeping Children Safe In Education* (September 2023)

Should a child suffer significant harm, or be likely to do so, Cox Green will do all it can to take action to protect them. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk.

Safeguarding is not just about protecting children from deliberate harm, but also includes the following issues:

<ul style="list-style-type: none">• pupils' health and safety	<ul style="list-style-type: none">• meeting the needs of pupils with medical conditions
<ul style="list-style-type: none">• bullying (including cyberbullying)	<ul style="list-style-type: none">• providing first aid
<ul style="list-style-type: none">• children missing education	<ul style="list-style-type: none">• fabricated or induced illness
<ul style="list-style-type: none">• child missing from home or care	<ul style="list-style-type: none">• drug and substance misuse
<ul style="list-style-type: none">• child sexual exploitation (CSE)	<ul style="list-style-type: none">• educational visits
<ul style="list-style-type: none">• domestic violence	<ul style="list-style-type: none">• intimate care
<ul style="list-style-type: none">• female genital mutilation (FGM)	<ul style="list-style-type: none">• internet safety / filtering and monitoring

<ul style="list-style-type: none"> • forced marriage 	<ul style="list-style-type: none"> • school security
<ul style="list-style-type: none"> • gangs and youth violence 	<ul style="list-style-type: none"> • faith abuse
<ul style="list-style-type: none"> • gender based violence 	<ul style="list-style-type: none"> • mental health
<ul style="list-style-type: none"> • racist abuse 	<ul style="list-style-type: none"> • use of physical intervention
<ul style="list-style-type: none"> • harassment and discrimination 	<ul style="list-style-type: none"> • extremism & radicalisation
<ul style="list-style-type: none"> • private fostering 	<ul style="list-style-type: none"> • trafficking
<ul style="list-style-type: none"> • sexting (youth produced sexual imagery) 	<ul style="list-style-type: none"> • sexual harassment
<ul style="list-style-type: none"> • county lines 	

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means they should consider, at all times, what is in the best interests of the child.

School staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

Safeguarding and promoting the welfare of children is everyone's responsibility.

Key Staff

<u>Safeguarding Role</u>	<u>Name</u>	<u>Contact Details</u>
Designated Safeguarding Lead (DSL)	Charlotte Morgan-Russell	c.morganrussell@coxgreen.com
Designated Safeguarding Officer (DSO)	Sharon Phelps	s.phelps@coxgreen.com
SAFE Manager	Daisy Last Sophie Bell Margaret Cowling	d.last@coxgreen.com s.bell@coxgreen.com m.cowling@coxgreen.com

Please feel free to raise any concerns directly with the named individuals at the School via the main switchboard: 01628 629415. If a member of staff is unavailable to speak to you at the time, please leave a contact number on which you may be reached.

Roles and Responsibilities of our staff

Due to day to day contact with students, staff are well placed to observe the outward signs of abuse. Students will often identify with an adult in the school as someone who will listen to their concerns and be supportive. All staff therefore:

- Keep the student's welfare as paramount;
- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to;
- Ensure students know that there are adults in the school whom they can approach if they are worried;
- Make it clear at disclosure by a student, that not all issues can be kept confidential as staff have a duty of care and must report any issues of alleged abuse or at risk behaviour;
- Report any issues to the members of staff responsible for Child Protection and complete a concern on our electronic system CPOMS;
- Receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- Referring a child to Social Care if there are concerns about possible abuse or neglect. Anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves;

- If a child is in immediate danger, or is at risk of harm, contact should be made with the SAFE team at Cox Green and a referral should be made to children's social care and/or the police immediately;
- All staff are also familiar with 'What to do if you're worried a child is being abused'.

Local Agencies

If you have concerns regarding a pupil, or any other young person, and believe them to be in immediate danger or at risk of harm, please contact the police and social services (see below)

- **Police in an emergency - 999**
- **RBWM - Single point of access (SPA) (Mash) - 01628 683150**
- **Slough Children Services Trust (Front door) – 01753 875362**
- **Bucks Social Care (First Response) - 01753 383962**

Types of Abuse

Categories of Abuse:

- Physical Abuse;
- Emotional Abuse (including Domestic Abuse);
- Sexual Abuse;
- Neglect.

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

Sexual Abuse

This 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school policy and procedures for dealing with it.

Neglect

This is described as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour;
- Extreme anger or sadness;
- Aggressive and attention-seeking behaviour;
- Suspicious bruises with unsatisfactory explanations;
- Lack of self-esteem;
- Self-injury;
- Depression;
- Student missing from the education setting;
- Age inappropriate sexual behaviour;
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm;
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague);
- May require consultation with and / or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

Key Topics

Throughout the academic year, our SAFE team are producing articles to be included in our parent newsletters and website. These messages will be supported through our PSHE programme including assemblies and external speakers. These include:

- Bullying (including cyber)
- CSE/CCE
- Child on child abuse
- Radicalisation
- FGM
- Internet Safety, Sexting and Social Media
- Drug or Substance misuse
- County Lines
- Racism
- Gangs and youth violence
- Faith abuse
- Forced Marriage
- Harassment and discrimination

Below are a brief introductory on the matters highlighted above:

Bullying:

Bullying is repeated behaviour which intentionally hurts another individual, whether physically or emotionally. The main types of bullying are:

- **Physical** - hitting, kicking, stealing or hiding belongings or money;
- **Verbal** - name-calling, undue teasing, insulting, writing unkind notes;
- **Indirect** - being unfriendly, excluding, tormenting, spreading rumours, looks;
- **Cyber** - the use of electronic media as a means to any of the above, or to create and disseminate youth-produced sexual imagery;
- **Prejudice Based** - any form of bullying which is racist, homophobic or anti-disability in nature.

CCE (Child Criminal Exploitation) and CSE (Child Sexual Exploitation)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation

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

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

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

Child Sexual Exploitation

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

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

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can witness domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Child on Child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should be clear as to the school's policies and procedures with regard to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying)
- Abuse in intimate and personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

FGM

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but there's no medical reason for this to be done. It's also known as female circumcision or cutting, and by other terms, such as sunna, gudniin, halalays, tahur, megrez and khitan, among others. FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It's illegal in the UK and is classed as child abuse. It's very painful and can seriously harm the health of women and girls and can also cause long-term problems with sex, childbirth and mental health.

Whilst all staff should speak to the Designated Safeguarding Lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health

All staff should be aware that mental health problems can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Internet Safety

Internet Safety, or Online Safety, is the knowledge of maximizing the user's personal safety and security risks on private information and property associated with using the internet, and the self-protection from computer crime in general. Updating students' understandings on how to protect themselves on all platforms.

Drugs

Schools have an important part to play in the prevention of young people misusing drugs. Drugs are generally split into three groups:

- Stimulants – such as Cocaine, Crack-Cocaine and Amphetamine;
- Depressants – such as Alcohol, Heroin, Benzodiazepines and Volatile Substances (e.g. Solvents);
- Hallucinogens – Cannabis, LSD, 'Magic' Mushrooms.

Not all drugs and substances people use are illegal – people can and do misuse legal products such as prescription drugs, 'over the counter' drugs or uncontrolled substances (such as alcohol, synthetic compounds, glue or solvents) by using them in a way that does not follow any legal or medical guidelines. For example, alcohol misuse has become a major social issue leading to serious health problems in recent years, with a negative impact on the cost of dealing with such problems.

County Lines

'County-lines' is a form of modern-day slavery, where a young person has power exerted over them due to an imbalance in a relationship. It often begins with grooming, whereby a young person is given gifts or special treatment over a period of time (which can be days or months). At a point in the relationship the abuser asks for return payment, and the young person is now effectively in bondage to the abuser. Typically, a young person holds drugs for a person and issues them, they earn money in this way, until they are robbed of the drugs they are holding at which point they are now indebted to the abuser. The young person will be asked to travel to different locations around the country to traffic drugs and hand them over to buyers using a mobile they have been given. Signs of such abuse include: changes in routine, changes in behaviour, looking dishevelled, mood-swings, tiredness, talk about travel, unexplained journeys, missing episodes, sudden & unexplained wealth. The victim should always go to the Police, who will consider the individual as a victim, rather than a perpetrator.

Racism

Racism means you are subjected to abuse and harassment because of your race, colour or beliefs. There is a difference between racial discrimination and racism. Racial discrimination means being treated differently to someone else because of your race, perhaps by being told you cannot wear a turban if you are a Sikh, a yarmulka if you are a Jewish boy or hijab if you are a Pakistani girl.

Gangs and Youth Violence

Gang activity is increasingly spreading from urban to suburban and rural areas, and youth violence is on the increase. Raising awareness and building resilience against the negative influences of gang life is crucial. Gang culture isn't an inner-city thing. Gangs travel and so this is a problem for every school to address.

Faith Abuse

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities in this country.

Forced Marriage

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Harassment and Discrimination

Harassment is unwanted behaviour which you find offensive or which makes you feel discrimination. Unwanted behaviour could include:

- Spoken or written abuse;
- Offensive e-mails/messages/tweets on social media;
- Images and graffiti;
- Physical gestures;
- Facial expressions;
- 'banter' that is offensive to you.

Anything that is unwelcome to you is unwanted. The unwanted behaviour must have the purpose or effect of violating your dignity, or creating a degrading, humiliating, hostile, intimidating or offensive environment for you.

What School Should Do If They Have Concerns About A Child

Staff working with children are advised to maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a child staff should always act in the **best interests** of the child.

If staff have any concerns about a child's welfare, they should act on them immediately.

If staff have a concern, they should follow the school's child protection policy and speak to the designated safeguarding officer (or a deputy)

Actions when there are concerns about a child

