Birtenshaw School Bolton, Safeguarding Policy – including Safer Recruitment (Procedures for Birtenshaw School, Bolton)

	Safeguarding Policy including Safer Recruitment
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Policy Lead(s)	Director: Education Services, Assistant Director: Education Services
Department	Education

Part One

Introduction:

Birtenshaw's aim is to *'Transforming Lives'* of children and adults with Special Educational Needs and Disability.

In order to achieve this aim we recognise our responsibility morally and under legislation to have arrangements in place to safeguard and promote the welfare of children, young people and vulnerable adults. (See Appendix A)

The first part of this policy sets out the overarching safeguarding principles and procedures. Subsequent sections for Education, Children's Care Services and Adults Services set out additional information specific to those services.

All children, young people and vulnerable adults supported in Birtenshaw's various services have Special Educational Needs and/or Disability. We recognise that, statistically, people with a learning disability or physical disability may be more vulnerable to abuse.

Employees who support children and young people with Special Educational Needs and/or Disability should be particularly sensitive to indicators of abuse or risk of harm.

This policy should be read in conjunction with other relevant organisational policies for each service such as Counter-bullying, Behaviour Management and Physical Intervention.

This policy applies to all staff working in the organisation including any volunteers or trainees, trustees and school or college governors.

We recognise that any trusted, familiar member of staff can be the first point of disclosure for a child/adult.

Concerned parents/carers may also contact Birtenshaw, via Head Office.

The policy is consistent with the Local Safeguarding Procedures for adults and children and with the relevant legislation.

Aims:

Birtenshaw aims to provide a safe environment in which the physical, social, learning and care needs of all people are met in a supportive environment and where all employees understand their role in ensuring that children, young people and vulnerable adults are protected from harm and their responsibility to report any concerns to the organisation's Designated Safeguarding Leads (DSL).

This policy aims to make clear the processes in place to ensure children, young people and vulnerable adults' safety and the responsibilities and processes which should be followed by staff/other adults in the event of any concerns being seen or raised.

Principles:

This policy contains four main principles:

1. **PREVENTION - Ensuring that the organisation's ethos is protective and the support offered to children, young people and vulnerable adults gives them confidence to raise any concerns**
2. **PROCEDURES - for identifying and reporting cases, or suspected cases, of abuse.**
3. **SUPPORTING CHILDREN, YOUNG PEOPLE and VULNERABLE ADULTS - those who have additional needs and/or those who may have been abused or witnessed violence towards others.**
4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN, YOUNG PEOPLE and VULNERABLE ADULTS.**

1. PREVENTION:

All employees are expected to sign up to the Birtenshaw Charter which clearly states the expectations of the organisation in terms of the behaviours and attitudes of staff to create a positive, nurturing and safe environment for children, young people and vulnerable adults' (see Appendix D).

Birtenshaw will:

- establish and maintain an environment where children, young people and vulnerable adults feel safe in both the real and the virtual world and are encouraged to talk and are listened to

- ensure children, young people and vulnerable adults know that there are staff in the organisation who they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate

- ensure that children, young people and vulnerable adults with communication difficulties are supported to use their preferred method of communication to express any concerns.

- include activities and opportunities which equip children, young people and vulnerable adults with the skills they need to stay safe from abuse both in the real and the virtual world and information about who to turn to for help

- ensure that safer recruitment principles are applied in all recruitment processes and the relevant pre – employment checks carried out. See section 4 – Safer Recruitment.

2. PROCEDURES:

The Safeguarding Lead for the organisation is the Chief Executive.

The Designated Safeguarding Lead for Education and Care Services is the Assistant Chief Executive – Andy Bishop

In the absence of the Assistant Chief Executive any safeguarding concerns should be directed to the Head of Service who will deputise in their absence and ensure the Assistant Chief Executive.

Birtenshaw will:

- ensure there is a designated senior person who has lead responsibility for safeguarding and has undertaken relevant safeguarding training and that this training is updated every two years in accordance with government guidance

- ensure every member of staff, and all volunteers including Trustees and School or College Governors know who the Designated Safeguarding Lead is and the procedures for passing on concerns from the point of their induction

- ensure every member of staff, and all volunteers including Trustees and School or College Governors what the contingency arrangements are for when the Designated Safeguarding Lead is not available.

- ensure every member of staff and volunteer knows:

    - the name of the designated safeguarding lead and their role
    - how to identify the signs of abuse and neglect
    - how to pass on and record concerns about a child, young person or vulnerable adult
    - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring safeguarding concerns to the designated safeguarding lead
    - that they have a responsibility to provide a safe environment in which children, young people and vulnerable adults can thrive
    - provide Safeguarding training for **all** staff as part of their induction, and provide annual refresher training, so that they are confident about: the organisation's legislative responsibility
    - their personal responsibility

- the organisation's policies and procedures
- the need to be alert to the signs and indicators of possible abuse, including possible domestic abuse, child sexual and criminal exploitation, child on child abuse, honour based abuse and female genital mutilation
- the need to accurately record concerns
- how to support and respond to a child/adult who tells of abuse
- ensure that all staff and volunteers including Trustees and School or College Governors are able to access relevant training to enable them to recognise their duty and that they feel able to raise concerns about poor or unsafe practice in regard to children, young people and vulnerable adults and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies

- ensure that this policy is available publicly via the Birtenshaw website *www.birtenshaw.org.uk*

Liaison with Other Agencies

Birtenshaw will:

- work to develop effective links with relevant services to promote the safety and welfare of all children, young people and vulnerable adults

- co-operate as required, with key agencies in their enquiries regarding safeguarding matters including attendance and providing written reports at child protection conferences, safeguarding strategy meetings and core groups.

Record Keeping

Birtenshaw will:

- keep clear, detailed, accurate, written records of and safeguarding concerns (noting the date, event and action taken)

- ensure all records are kept securely

Confidentiality and information sharing

- Safeguarding Records will be stored and handled in line with the General Data Protection Regulation (GDPR) 2018 principles. GDPR does not prevent authorised senior staff from sharing information with relevant agencies, where that information may help to protect a child, young person or vulnerable adult

Safeguarding records are normally exempt from the disclosure provisions of the

GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request to have access to such records they will refer the request to the Designated Safeguard Lead.

The organisation will ensure that the Designated Safeguard Lead will only disclose any information about a child, young person or vulnerable adult to other members of staff on a 'need to know' basis, including Domestic Violence notifications

Birtenshaw will ensure that all staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, young people and vulnerable adults and that they are clear with children, young people and vulnerable adults that they cannot promise to keep secrets.

Communication with Parents/Carers

Birtenshaw will ensure that parents and carers are informed of any concerns about their child's safety and/or risk of harm suspected or identified by staff including in respect of the access to online sites

Birtenshaw will ensure that parents/carers are informed of the responsibility placed on the organisation and staff in relation to safeguarding by setting out its duties on the website.

Birtenshaw will undertake appropriate discussion with parents/carers prior to the involvement of another agency unless the circumstances preclude this action. If it is believed that notifying parents could increase the risk to the child, young person or vulnerable adult or exacerbate the situation, advice will be sought from the relevant social care or safeguarding team.

3. SUPPORTING CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS

Birtenshaw recognises that children, young people and adults with special educational needs and disabilities (SEND) can face additional safeguarding challenges.
These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the person's disability
- being more prone to peer group isolation than others in the wider community;
- the potential for disabled people being disproportionally impacted by behaviours such as bullying
- communication barriers which hinder their ability to disclose abuse.

In order to fully support children young people and adults who may be victims of abuse:

Birtenshaw will ensure that the ethos actively promotes a positive, supportive and safe environment and values the whole community and will ensure that staff are trained to recognise the signs of abuse and support communication

Birtenshaw is committed to a multi-disciplinary approach to ensuring the safety and well-being of children, young people and vulnerable adults and will work closely with other agencies as appropriate.

Birtenshaw understands 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. Staff working with children and vulnerable adults are well placed to observe and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
Where people have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these experiences, can impact on their mental health, behaviour, and education.

Birtenshaw is committed to developing productive and supportive relationships with parents/carers.

Birtenshaw recognises that people who are living or who have lived in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection.

Birtenshaw recognises that abuse can take many forms and be perpetrated by anyone including peers. This is known as Child on Child abuse and is defined in Appendix C.

Birtenshaw takes any form of abuse seriously and child on child abuse will never be minimised or tolerated as anything other than abuse. Statistically it is more likely that females will be victims and males perpetrators.

Birtenshaw is committed to supporting children, young people and vulnerable adults to treat others with unconditional positive regard. In our education services, this will be seen in lessons, one to one pastoral sessions, assemblies and displays. In residential services, this will be seen in keyworker sessions and through the relationships of trust built up with staff. High staffing ratios minimise opportunity for child on child abuse as does the focus on e-safety and web-filtering.

Any disclosure or observation of child on child abuse will be taken seriously. Staff will listen to the person and ensure that they are supported appropriately.

Any incident of child on child abuse will be recorded in the relevant service's bullying log.

Where appropriate, in the case of children and young people, parents/social workers will be informed.

Depending on the nature of the abuse, other agencies may be called upon to provide additional support such as CAMHS, SaLT

Staff will closely monitor the behaviour of victim and perpetrator (if known) to prevent any further occurance and work will be done with both to understand the behaviour, the motive and the consequences.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN, YOUNG PEOPLE AND VULERABLE ADULTS

Safer Recruitment

Birtenshaw employees may be required to work in any of the services operated by the charity. For this reason, the highest level of best practice in recruitment is applied across all services.

Birtenshaw operates safer recruitment practices in line with the latest Keeping Children Safe In Education update including ensuring all appropriate pre-employment checks are carried out prior to commencement of employment in line with regulation pertinent to that service.

Job adverts and application pack will explicitly state Birtenshaw's commitment to safeguarding and outline the applicant's responsibilities to safeguard the people supported by the organisation.

Staff involved in shortlisting and interview processes will complete Safer Recruitment Training.

The following checks will be completed as appropriate to the role:

- Enhanced DBS check for children and vulnerable adults including barred list checks, prohibition checks and section 128 checks as appropriate
- For any applicant who has resided outside the UK for 6 months or more in the past 5 years we will require the relevant good conduct check from the relevant department in the country/ies in which they have been resident.
- Staff will be required to complete a 'Disqualification by Association' self-declaration
- Right to work in the UK
- Identity checks
- At least two references, one from the most recent employer which have been appropriately verified
- Full employment history since leaving school
- Qualification checks

A record of checks is held centrally by the HR department

Interviews will be conducted by a panel of at least two people, at least one of whom has completed safer recruitment training.

Standardised interview matrices are available for each job role. The completed matrices will be kept in the employee's HR file.

Applicants will be required to disclose any criminal convictions during the selection process. Failure to do so is most likely to result in any provisional offer of employment being withdrawn. Where an applicant does disclose an offence which does not preclude them from working with children and/or vulnerable adults, a risk assessment will be undertaken prior to them commencing employment.

Allegations of Abuse

Any allegation of abuse made against a member of staff will be reported straight away to the Designated Safeguard Lead. In the event of the Designated Safeguard Lead being the subject of an allegation, it will be reported to the Chief Executive of the Assistant Chief Executive.

Any allegation of professional abuse against children which may meet the harms threshold is reported to the Local Authority Designated Officer (LADO) at the first opportunity. That is if a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with child

Any allegation of professional abuse against adults is reported to the Local Authority's Adult Safeguarding Team.

Following consultation with the appropriate professional, the Designated Safeguarding Lead will advise on all further action to be taken. No internal investigation should commence until advice has been sought from the appropriate professional body as doing so may compromise any police investigation that may be necessary.
Birtenshaw will ensure that any disciplinary proceedings against staff relating to safeguarding matters are concluded in full even when the member of staff is no longer employed by the organisation and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended as a neutral act on full pay where this is deemed to be the best way to ensure that children, young people or vulnerable adults are protected.

Consideration must be given to the recognition that an allegation may be made against an innocent party because the victim is too afraid to name the real perpetrator. It is

rare for an entirely false or malicious allegation to be made by a child, young person or vulnerable adult, although misunderstandings and misinterpretations of events do happen.

Birtenshaw will ensure that all staff and volunteers, are aware of the need for maintaining appropriate and professional boundaries in their relationships with children, young people and vulnerable adults and with their parents/carers. This includes contact via social media.

Procedure for responding to a disclosure of abuse (See Appendix B)

- People usually talk about their abusive experiences either when they feel safe or particularly vulnerable.
- People who have been abused tend to tell their tale incrementally (a little at a time), particularly with sexual abuse, to test your responses.
- People who have been abused tell who they want to, when they want to, and as much as they want.
- It is important that all members of staff suspend disbelief (nothing is impossible) and contain and control personal feelings and responses.
- Don't be surprised at recantation and retraction when a child, young person or vulnerable adult realises the enormity of what they have done.

Actions to take

Firstly ensure the person is safe. Provide or arrange any necessary first aid or medical attention, then

- Listen to the person
- Explain that you can't keep the information a secret but only people who need to know will be told (explain who)
- DO NOT directly question
- DO NOT stop the person when they're recounting the flow of main events DO NOT ask the person to repeat their account to anyone
- Reassure the person that they were right to tell you
- Explain that you need to get help to keep the person safe
- Make an accurate written record of information/time/presentation ASAP
- Refer to Designated Safeguarding Lead or on call manager without delay
- Failure to follow these guidelines may result in the person being unprotected and the perpetrator not being prosecuted.

Note

In some cases, particularly if it relates to a very recent incident, it may be necessary to a) retain the clothes the person was wearing at the time (do not launder them), b)

advise the person not to shower or bathe. This is to enable potential forensic evidence to be obtained.

Procedure for responding to a suspicion of abuse:

- Members of the public or colleagues may talk about children, young people or vulnerable adults known to them who are being harmed
- Alert the informant that the information needs to be shared with the placing Local Authority.
- The referral should be made by the Designated Safeguard Lead.
- Record what was said to you.
- Once relevant details are passed to the Local Authority, further enquiries will usually be made by them or the Police.

Note
If one child, young person or vulnerable adult reports the abuse of another child this should be responded to as an allegation of abuse. The Designated Safeguard Lead will refer on as necessary.

Sometimes, the abuser may be another child. Where a disclosure or allegation is made against a child, the same process should be followed in terms of reassuring the victim, ensuring they are safe, avoiding asking leading questions or expressing shock or judgement and recording exactly what has been disclosed using the victim's own words. The DSL will report on to social care and/or the police as necessary and ensure that appropriate risk assessments are put in place.

Do not question the alleged victim.

Low Level Concerns.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct/Birtenshaw Charter, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Low-level concerns are recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken.

Low-level concerns are recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. Low-level concerns should be reported to the manager of the service who will refer to the DSL. Where there is any doubt, the DSL will refer to the LADO to discuss whether the concern meets the threshold for LADO involvement

Where a low-level concern is raised concerning agency staff or other contractor, the concerns will be shared with the employer

Birtenshaw aims to foster a safeguarding culture in which staff understand their responsibilities and are empowered to share any concerns with their managers and where appropriate to self-refer.

Procedures for dealing with Safeguarding or Child Protection Issues – Children's Services

Birtenshaw School, Bolton

All staff must read Part 1 of the Birtenshaw Safeguarding Policy

In addition to the guidance to all staff within the organisation, the following specific guidance applies to staff working in Birtenshaw School, Bolton.

Further information can be found in the statutory guidance Keeping Children Safe in Education September 2024. All staff are issued with the summary document and required to sign an annual commitment to safeguarding statement stating that they have read and understand the policy and their responsibility.

Deputy DSL for Bolton School – Deputy Head of School – Leah Kemp and Elizabeth (Beth) Roberts

DSLs for Bolton School – Head of School – Caroline Turner

Designated Safeguarding Lead (DSL) – Director: Education Services: Amy Standish

Designated Safeguarding Lead (DSL) – Assistant Chief Executive: Andy Bishop

(all Education and Care Services)

Safeguarding Lead, The Birtenshaw Group- Chief Executive: David Reid

Dealing with Safeguarding Concerns

Any concern should be reported at the earliest opportunity

Allegations of Professional Abuse

Any allegation of professional abuse must be referred immediately to the Designated Safeguarding Lead who will refer the concern to the LADO.

In Bolton the contact details are as follows:

01204 337 474

LADO@bolton.gov.uk

Other Child Protection Concerns

In the event of a concern relating to any other form of abuse, where there is an immediate risk of significant harm or actual significant harm a referral should be made to the child's social worker if they have one and/or the Integrated Front Door Service on 01204 337 777.

For children coming from neighbouring local authorities, the appropriate multi-agency assessment team should be contacted in addition to the above services.

Child Sexual Exploitation

Where there are any concerns regarding child sexual exploitation an appropriate risk assessment will be written and shared with relevant parties and an immediate referral will be made to the Integrated Front Door Service. If there is a risk that the child is in immediate risk of harm, the police will be contacted.

Female Genital Mutilation

Any discovery that genital mutilation has been carried out either by disclosure or observation on any girl MUST by law be reported to police.

A referral must also be made to the Integrated Front Door Service on 01204 337 777.

Forced Marriage

For information or guidance relating to force marriage, staff should contact fmu@fco.gov.uk or contact the National Forced Marriage Unit on 020 7008 0151

Children Missing from Education

Under the School's absence policy, contact is made with home on the first day of any absence. Staff will contact all emergency numbers until we have a satisfactory reason for absence. Any ongoing absence will be followed up. Home visits will be made if necessary and we will liaise with the Early Intervention Team as appropriate. Where there are any concerns regarding child sexual exploitation or any other safeguarding concern an appropriate risk assessment will be written and shared with relevant parties and a referral will be made to the Careline Team. If there is a risk that the child is in immediate risk of harm, the police will be contacted.

Domestic Violence

Exposure to Domestic Violence can have serious, long-lasting emotional impact on children.

Advice and guidance is available at

NSPCC- UK domestic-abuse signs symptoms effects

Concerns about Radicalisation

Any concern that a child may be at risk of Radicalisation MUST be reported:

Channel Police 0161 856 6362

Channel.project@gmp.police.uk

Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. For this to be effective, all agencies are required to work together to:

- **Identify children and families who would benefit from support early**
- **Undertake an assessment of need**
- **Provide services to address those needs**

To make a referral an online form is completed at

https://www.boltonsafeguardingchildren.org.uk/early-help-working-together

Child Protection Plans

In respect of any child under a Child Protection Plan, Birtenshaw School will:

- notify the relevant Lead Professional immediately if:
    - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
    - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
    - there is any change in circumstances to a pupil who is subject to a Child Protection Plan

Sharing Information

Birtenshaw School is committed to multi-agency working to protect children and young people. As such, we will ensure that all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with guidance.

Appendix A

Legislation and Guidance

Education and Children's Services

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- Keeping Children Safe in Education (latest edition) (DfE)
- Working Together to Safeguard Children (latest edition) (DfE)

Police

- Police Act 1997
- The Police Act 1997 (Criminal Records) Regulations 2002, as amended
- The Police Act 1997 (Criminal Records) (No 2) Regulations 2009, as amended
- The Sexual Offences Act 2003

Other

- Care Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Equality Act 2010
- Human Rights Act 1998
- Public Sector Equality Duty
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended

Appendix B

The Birtenshaw Group
Transforming Lives

Managing allegations against those working with children and vulnerable adults

First Steps

What to do if a safeguarding allegation or incident, against a professional is received.

Ensure all children, young people, vulnerable adults and staff member/s are safe. This may include medical attention.

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Do not question the alleged perpetrator, witnesses or accuser.

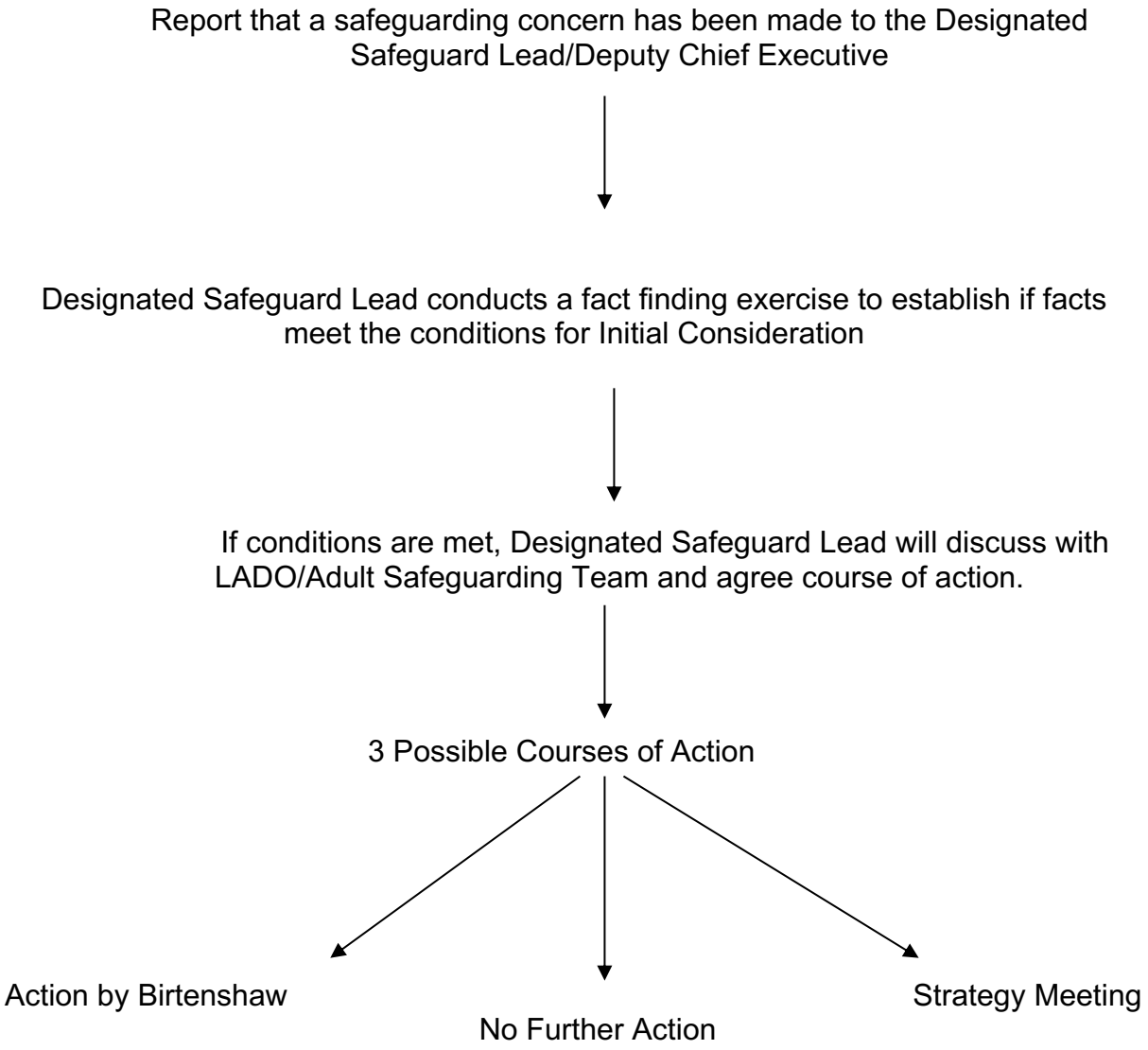
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However, you can ask, 'Are you hurt?' and/or 'Is there anything else that you want me to know?'

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Make a factual written record of what the child or adult has stated in their allegation, using their exact words

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Report that a safeguarding concern has been made to the Designated Safeguard Lead/Deputy Chief Executive
Designated Safeguard Lead conducts a fact finding exercise to establish if facts meet the conditions for Initial Consideration
If conditions are met, Designated Safeguard Lead will discuss with LADO/Adult Safeguarding Team and agree course of action.
3 Possible Courses of Action
Action by Birtenshaw
No Further Action
Strategy Meeting

Appendix C

Explanation of terms and concepts:

Child abuse

Acts of commission (done deliberately) or omission (failure to do) by adults with caring responsibility and/or a relationship of trust which cause children, young people or vulnerable adults to suffer significant harm.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online

CSE - 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 non penetrative 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 affect any child including those aged 16 and 17 who can legally consent to sex.

CCE - 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

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, 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

Child on Child abuse .

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

• bullying (including cyberbullying);
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
• sexual violence, such as rape, assault by penetration and sexual assault;
• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
• upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
• sexting (also known as youth produced sexual imagery); and • initiation/hazing type violence and rituals.

Neglect

Lack of food, shelter, medical/dental treatment

Emotional abuse

Lack of love, indifference, belittling, criticism, taunts

Physical abuse

Hitting, burning, scalding, poisoning, suffocating

Sexual abuse

Touching, Molesting, coerced sexual acts (such as oral sex), rape (vaginal and/or anal)

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. Images can be sent using mobiles, tablets, smartphones, lap-tops - any device that allows you to share media and messages.

Cyberbullying

Online or cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children, young people or vulnerable adults may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour. Children and young people may also be targeted to become involved in harmful online challenges and hoaxes.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. The abuse can be, but is not limited to psychological, physical, sexual, financial or emotional. Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Young people may also experience domestic abuse in their own teenage relationships.

Honour Based Abuse including Female Genital Mutilation (FGM)

Honour based abuse refers to a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. It is a form of abuse and a serious abuse of human rights. Honour based abuse is categorised differently from other forms of abuse as it is often committed with some degree of approval and/or collusion from family and/or community members.

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons.

FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health. FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

A forced marriage is one entered into without the full and free consent of one or both parties, including where a person cannot consent due to learning disability or other reasons. Violence, threats or any other form of coercion may be used to force a person

into a marriage. Threats can be physical, emotional and psychological. Religion and culture may also be used as a vehicle for coercion into a forced marriage.

Radicalisation and Extremism

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. From 1st July 2015 all registered children's homes are subject to duty under section 26 of the Counter Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism".

The concept of significant harm

- The Children Act 1989 introduced the concept of 'significant harm' as the threshold that justifies **compulsory** intervention in family life in the best interests of children.

- Social services have a duty under section 47 of the Act to make enquiries, or cause enquiries to be made, where they have reasonable cause to suspect that a child is suffering or is **likely** to suffer significant harm.

- Sometimes it is a single traumatic event – like a broken arm or sexual assault.

- More often, it is a compilation of significant events, both acute and longstanding that interrupt, change or damage the child's physical and psychological development.

- It is often the case that looked after children have experienced neglect and abuse of various kinds over extended periods of time that has seriously affected their health, welfare and development.

Appendix D

Birtenshaw Charter

The Birtenshaw Charter was created by employees for employees and revised by the staff council in spring 2019 on behalf of the whole workforce.

The purpose of this document is to give all employees at Birtenshaw clear guidance on what is expected behaviour at work (**Professional Conduct**) and behaviour that is not acceptable (**Misconduct or Gross Misconduct**).

PROFESSIONAL CONDUCT - All staff are expected to:
Interaction with Service Users

- Always put the children and adults we work with first
- Build positive relationships with all service users
- Be a positive and enthusiastic role model
- Treat every interaction as a learning experience – show interest in what you are doing and create a positive environment
- Maintain professional relationships with service users but do not become overly emotionally attached
- Be confident, calm and consistent

General Behaviour and Interaction with colleagues and other stakeholders

- Always expect the highest standard of conduct from yourself and others
- Build positive relationships with colleagues and other stakeholders
- Be actively aware of the way you speak, act and behave at all times
- Ask for support if you need it
- Show respect to everyone
- Remember we work in teams and cooperate with others
- Be friendly, approachable and open minded.
- Dress according to the standard of attire policy, be clean and tidy.
- Do not leave tasks to others (not my job syndrome)
- Show commitment and flexibility to working patterns and work within policies, procedures and your job role at all times
- Carry out all requests from seniors and managers
- Be punctual for work, meetings and training
- Use your time productively and refrain from idle chatter/gossip and time wasting
- Maintain good attendance
- Maintain a tidy and organised desk and work space / classroom

Social Media

- Do not use social media during work hours, unless directed to do so for a work purpose
- Do not make comments via social media (Facebook, Twitter or any other platform) about work colleagues or service users
- 2

- Do not connect or interaction with service users (past and present) or their families or carers on social media platforms

Communication

- Always keep personal and work matters separate. Do not bring personal matters into work.
- Listen to and consider other people's opinions - don't talk over others or interrupt them. It is fine to have different opinions, although personal opinions must be set aside if they are not compliant with legal or organisational responsibilities
- Use appropriate language, do not speak aggressively, shout or use language that could offend others, for example 'swear' words or racially insensitive/offensive language
- Maintain confidentiality: it's a legal requirement
- Work within Data Protection legislation: that means only share information with people who need to know, when they need to know and how much they need to know. If you share information with somebody that you shouldn't you will be breaking the law
- Communicate effectively – verbally and via email and ensure information is communicated to the appropriate people
- Do not start or spread gossip
- Be accountable and take responsibility for your decisions and actions from start to finish

Appendix E

5. Historical and cultural perspective of Safeguarding/Child Protection.

The requirement for Child Protection (or Safeguarding Children) policies and practices relate to the abuse of children. Child abuse is not a modern phenomenon, nor is it confined to Europe and North America. We now know that:

- Child Abuse appears to have existed since early history and it has been observed in all societies throughout history up to modern times.

- Child Abuse respects no boundaries of race, creed, religion, class, education, disability or economic status.

- Child Abuse does not have an 'absolute' form – different societies and cultures have different definitions/views of what constitutes the abuse of children.

- The concept of Child Abuse varies between societies and within societies at different times, e.g. compare current attitudes in Britain to corporal punishment in schools to those of the 1950's/60's.

- There is no universal code of 'Child Protection'. Different cultures throughout the ages have adopted a variety of means to prevent Child Abuse.

6. The Development of the Safeguarding/Child Protection system in Britain

- First concerns about the treatment of children emerged at the time of the Industrial Revolution – 1860's onward – in relation to children's moral welfare/poverty/destitution/infant mortality.

- The concerns lead to a growth of Philanthropic Societies – NSPCC, Barnardo's, National Children's Home, Waifs and Strays Society, Catholic Children's Rescue – who wanted to help improve the situation for children.

- The concept of Child abuse as a specific issue emerged in the USA in the late 1950's, then referred to as **battered baby syndrome.** This eventually became known more generally as child abuse. As the concept of child abuse became more widely acknowledged the development of Child Protection systems followed. The emergence of the National Service Framework for Children's Services in 2004 moved the concept of Child Protection to a wider, more generic concept of Safeguarding Children.

- In Britain, the NSPCC took the lead in providing front line child protection services during the late 1960's to early 1970's.

- The development of Child Protection systems in Britain has largely been driven by responses to various child abuse scandals, the latest of which involved the death of Victoria Climbe while in the care of members of her extended family. It was as a result of Victoria's death and the subsequent Inquiry Report by Lord Laming that lead to the Every Child Matters agenda and the Children Act 2004. Some of the other notable earlier cases are:

  Maria Colwell, 1974. Killed by stepfather having been in care

  Jasmine Beckford, 1984. Killed by father having been in care lead to 'A Child in Trust'

  Kimberley Carlile, 1987. Killed by stepfather having been in care lead to 'A Child in Mind'

  Cleveland Inquiry, 1988. Child sex abuse scandals lead to Butler Sloss Report

The common themes in the findings of the enquiries into these cases were:

I. The law as it stood was too unwieldy

II. The system for tracking and monitoring children at risk was inadequate

The various enquiry reports in turn lead to:

I. The implementation of the Children Act 1989 which redrew the legislative landscape in which all issues in relation to child welfare (including child protection) were to be addressed

II. The first publication of ″Working Together″ in 1991 which set out a new framework to promote interagency co-operation, including the creation of Child Protection Registers

Regrettably the various enquiries into child abuse and child deaths throughout the 1980's and the subsequent actions taken at a national level did not prevent further incidents of child abuse and child death. Cases such as:

Paul Brown, 1993. A child known to Social Services/Health/Education who died from neglect

Ricky Neave, 1998. A child in need, known to Social Services who was murdered

Waterhouse Report, 1999. Major child physical/sexual abuse scandal in North Wales children's homes

Victoria Climbie, 2000. Child 'lost' in the system murdered by aunt and her boyfriend

Appendix F

Indicators and Appropriate Responses to Abuse by Type

Overview of Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Signs which may suggest neglect

Parents/carers with a history of neglect as children and who continue to self neglect as adults. For example, dirty, underweight, untreated conditions.

Squalid home conditions: Presence of human/animal faeces, chaotic conditions including rubbish, broken furniture, damage to property, living and sleeping areas cold, dirty.

Absence of proper care routines for children.

No food present; no means to prepare food (amenities disconnected for example).

A history of failure to attend to child's health/development needs, that is, poor immunisation records: failure to take up appointments (dental, speech therapy, etc), untreated illnesses and conditions.

Absence of adequate supervision, for example, children who are left alone or with inappropriate carers. Very young children allowed to play out unsupervised or go to school unaccompanied by an adult.

Failure to protect children from harm or danger, for example, no fireguard, stair gates. Children allowed to play unsupervised in the kitchen or bathroom (the consequence of which could be burns and scalds).

Absence of care and interest by parent towards child – lack of love and affection/lack of interest in the child/failure to engage and stimulate. Presence of negative/hostile responses.

Potential impact of neglect

- Untreated serious medical conditions – sometimes life threatening
- Children who are underweight and undersized; have voracious appetites; skin problems; untreated minor conditions (squints, glue ear, speech delay, cavities/lack of dental care, etc).

- Lack of care routines and self care skills

- Suffer frequent accidents/expose themselves to harm, or danger, both within the home and outside (Road Traffic Accidents)).

- Lack basic trust and ability to make and sustain relationships

- Vulnerability to sexual abuse/exploitation

- Dirty and smelly often resulting in difficulties in making peer group relationships at school (Think of the problem of bullying/ridicule or the impact on self-image).

- Limited ability to manage own behaviour and problems with concentration, or accepting limits and boundaries.

- Poor school attendance and/lateness (consequences for educational progress/attainment and peer relationships).

Overview of Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child that causes severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. Emotional abuse may feature age or developmentally inappropriate expectations imposed on children. Alternatively, it may involve causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Emotionally abusive behaviours

Rejecting
The adult refuses to acknowledge the child's worth and the legitimacy of the child's rights.

Isolating
The adult cuts the child off from normal social experiences and contacts and prevents the child from forming friendships and makes the child believe that s/he is alone in the world.

Terrorising
The adult verbally assaults the child, creates a climate of fear, frightens and bullies, makes the child believes that the world is hostile.

Ignoring
The adult deprives the child of essential stimulation and responsiveness, stifling emotional growth and intellectual development.

Corrupting
The adult inappropriately socialises the child, by stimulating the child to engage in destructive or anti-social behaviour and makes the child unable to engage in typical social experiences.

Impact of Emotional Abuse

- Low self-esteem/self-worth
- Insecurity and lack of self-confidence
- Poor concentration span
- Behavioural difficulties (overly aggressive, promiscuous, attachment issues)
- Developmental delays (all areas – physical, cognitive, social, etc.)
- Poor educational attainment
- Difficulties in making and sustaining relationships
- Depression and anxiety
- Disassociation and detachment
- Negative, introspective, isolated
- No sense of self

Overview of physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms as factitious illness by proxy or Munchausen Syndrome by proxy.

Common sites on the body for accidental injury.

- Forehead
- Nose
- Chin
- Spine
- Elbows
- Forearm
- Hips
- Knees

- Shins

Signs which may suggest physical abuse

- Multiple bruising to various parts of body
- Soft tissue bruising – tops of legs, buttocks, arms, back, face
- Outline bruises – hand marks/slipper prints/straps
- Bi-lateral black eyes
- Any symmetrical bruising
- Fingertip bruises – chest/back/arms
- Bite marks – size, location
- Ligature marks – neck wrists, ankles
- Cigarette burns (not impetigo!)
- Linear or outline burns

Cause for concern or suspicion of physical abuse

- A direct allegation of blame either by the victim or a witness
- Failure or delay in seeking treatment
- The explanation given is inadequate
- There is more than one explanation offered
- There are different injuries of different ages – bruises which are variously red, blue/back, yellow/brown
- A child won't offer an explanation or shows signs of discomfort when offering the explanation
- A child appears 'wary' around an adult or flinches away from them if in close proximity
- Adults known to be previously involved in child abuse have contact with the child
- Adults show no concern or anxiety the child's injury
- When adults deny responsibility although none was suggested
- Adults reluctant to give information or mention previous injuries
- Adults who are over-compliant
- Consent for medical investigations refused

Appropriate response to allegation or concern of physical abuse

When children present with injuries (whatever the stated explanation) the most protective thing you can do is entertain the possibility of an incident of physical abuse. This is particularly important for members of staff working with children in care.

Members of staff should show concern for what happened to the child

- Be curious – talk to the child using any communication aids that may be appropriate*
- Seek clarification – is the explanation entirely consistent with the injury
- Observe the child's response to either/both parents

- Observe the child's response to other members of staff, other young people, particularly if there has been a change to their usual response
- Remember 'nice' parents harm their children too
- Don't be intimidated or deterred

If you have any cause for concern, seek advice from a senior colleague or your manager. Record your concerns in the child's file. You may be advised by a senior colleague or your manager to also complete a logbook entry and/or a Child Protection Record.

*Laming (report re: V Climbie) says professionals spend too much time talking to parents and not enough time talking to children.

Potential impact of physical abuse

Immediate effects:
Serious injury/death
Damage to internal organs
Fractures

Longer term physical effects:
Permanent physical impairment – blindness, deafness
Brain damage, learning difficulties

Physical and emotional development delays:
Stress related symptoms
Depression/anxiety
Difficulty in forming and sustaining relationships
A tendency to violent, aggressive responses as children and problems later in life with self-control – the notion of scripting – unconsciously, assumed beliefs about the world and how it works

Overview of Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. Sexual abuse may also include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Terms related to sexual abuse

Incest	Proscribed intra familiar sexual relations
Paedophilia	Adult preference for children as sexual partner

Exhibitionism	Indecent exposure
Molestation	Touching, fondling, masturbating
Sexual Intercourse	Vaginal/anal/oral
Rape	Intercourse without consent
Sadism	Gratification through inflicting pain
Pornography	Indecent images
Sexual Exploitation	Sexual activity in exchange for gain
Voyeurism	Watching or spying on others for sexual gratification
Frottage	Rubbing up against another for sexual gratification
Fetishism	Use of Rubber, leather, spanking etc for sexual gratification

Signs that might suggest sexual abuse

Physical signs and symptoms- injury or infection
Child sexual abuse signs are frequently non-specific but it should be considered as a possible differential diagnosis in the following conditions:

- Itching/soreness and bleeding to genital/anal areas
- Pain on passing urine without urinary tract infection
- Genital injuries (alleged accidents with bikes, spike, fences, self-inflicted) with attendant damage such as bruising, tears, etc.
- Genital urinary abnormalities, for example, enlarged vaginal openings, scarring to hymen, rectal fissures
- Faecal soiling especially with smearing or rectal bleeding
- Rectal abnormalities such as scars, lax sphincter
- Sexually transmitted diseases
- Pregnancy where identity of father is vague or secret
- Psychosomatic feature, such as abdominal pains, migraines
- Severe and persistent self harming
- Love-bites on young children
- Discharge from genitals
- Soreness/bleeding in the throat

Behavioural and emotional indicators of sexual abuse

A number of indicators may be observed in children under stress and are not specific to sexual abuse. However, when seen together with some of the following may be suggest sexual abuse:

- Hint of sexual knowledge/activity, which is age inappropriate through words, play or drawing. Children who masturbate frequently/openly.

- Preoccupation with sexual matters and a precocious knowledge of adult sexual behaviour.

- Involvement of other children in sexual play or behave provocatively with adults.

- Children who behave in sexually precocious manner and/or inappropriate physical contact.

- Display some or all of the behaviours associated with emotional abuse, particularly:

    - Self harm
    - Attempted suicide
    - Severe eating disorders
    - Poor self-image, self-revulsion

- Significant changes in behaviour, including loss of bladder and bowel control, onset of nightmares, depression, from happy and active to fearful and withdrawn.

- Extreme fear in the presence of a particular person.

Potential impact of sexual abuse

The impact varies according to:

- The age and stage of child at onset
- The length of time the abuse persisted
- Relationship between the child and abuser
- Difference in ages between abuser and victim
- The extent of which violence, coercion and threat were used
- The reaction of the non-abusing parent to disclosure
- The degree of secrecy involved

Child sexual abuse is often very damaging as it is a violation of a relationship ostensibly based on trust and affection (that is, a family member or trusted adult).

Implications of caring for children who have been abused and/or neglected

It should be noted that children do not all respond in a uniform manner following abuse. Some people argue that one type of abuse is worse than another, or that one type of abuse will result in greater damage to the child. This is an adult perspective and should be avoided. Children who have been abused and/or neglected may display the following behaviours:

- Angry, aggressive, destructive behaviour
- Lack of positive response to friendly overtures
- Over attachment – "clingy" (through anxiety)
- Greedy, selfish behaviour
- Ingratitude, rudeness

Particular behaviour that may be related to sexual abuse:

- Highly sexualised behaviours – indiscriminate sexualisation or contexts
- Vulnerability of further abuse
- Danger to other children (abusing/corrupting/grooming)
- Sensitivity (allegations and complaints)

The potential dangers for young people of using the internet, social media platforms and the dangers of "sexting"

Children and young people spend a lot of time online – it can be a great way for them to socialise, explore and have fun. But children do also face risks like cyberbullying or seeing content that is inappropriate

Child sexual exploitation

Child sexual exploitation is a form of sexual abuse and can happen to any child. It often begins with the abuser gaining the trust of the child through befriending them. The abuser may provide the child with food, alcohol, drugs, gifts or even simple affection. Victims are often tricked into thinking their abuser is a friend or even a 'boyfriend'.

Once a child's trust has been gained, an abuser will then move on to sexually abusing a child. They may steer conversations towards those of a sexual nature, or request sexual photos of a child which may later be used to blackmail the child. Blackmail is often used to maintain control over the child. Threats that a child will be in trouble or hurt their friends and family if they tell others about the abuse are also common.

Sexual
Exploitation
Possible indicators of sexual exploitation are:

- Mood changes: could be anything, could be sexual abuse!

- Being secretive about who they are spending time with, or speaking to online
- Associating with older men or women
- Changes in appearance, such as looking ill or tired
- Different language such as sexual language you would not previously have expected from them
- New possessions that the child is unlikely to be able to afford
- Different style of dress, in particular more revealing clothing

- Regularly going missing from home or from school
    - Regularly going missing all day
    - Opting out of education
- Losing touch with friends or associating with gangs
- Drug use, particularly if you suspect that the drugs are being supplied by older men or women

- Staying out at night: again not conclusive!