

Mogghill Nursery School

Child Protection Policy and Procedures

The preschool is an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. In order to achieve this we will:

Exclude known abusers when considering staffing:

- In each application form it is made clear that the position is exempt from the provisions of the 'Rehabilitation of Offenders Act 1974'
- New members of staff will have references checked, and any unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.
- Where applications are rejected because of obtaining information that has been disclosed, applicants have the right to know and to challenge incorrect information
- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children
- Volunteers do not work unsupervised
- All staff will be police checked through the DBS (Disclosure and Barring service), and 'Living with a convicted criminal' declaration.
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us)
- We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern
- We have procedures for recording the details of visitors to the setting
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children

Training and information for staff:

- Training will be provided to all members of staff on child protection, this may be through child protection courses or cascading information to the staff.
- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority for making referrals.
- We ensure that designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board

- At induction new members of staff will be made aware of the preschool's child protection policy and where relevant information is kept.
- All staff are aware of where child protection information is kept.
- Early Help Assessments are initiated as soon as a need presents itself, taking advice from the threshold document.

Prevent abuse by means of good practice:

- Adults will not be left alone for long periods with individual children or with small groups. An adult, who needs to take a child/ren aside, will do so in the same room, or if they go into another area, other staff will be present.
- No adults who have not been police checked will take child/ren unaccompanied to the toilet or be left alone with any children.
- The layout of the playroom/s will permit constant supervision of all children.

Response to suspicions of abuse:

- Any changes in child/ren's behaviour/appearance will be investigated, by talking with the child's parent/carer. The child's keyperson and another member of staff will do this.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as, abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children, such as through internet abuse, and Female Genital Mutilation, that may affect, or may have affected, children and young people using our provision
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people how we may come into contact with.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures for reporting child protection concerns
- Any incidents will be noted on a cause for concern form and parents will be asked to sign.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children
- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger
- We inform parents when we make a record of concerns and that we also make a note of any discussion we have with them regarding a concern

- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger. This will usually be the case where the parent is the likely abuser. In these cases, the social workers will inform parents.
- Parents will be the first point of reference, although if suspicions continue or staff feel child is at risk, we will refer the matter to the Social Services Department.
- All suspicions and investigations will be kept confidential, shared only with key staff members.

Records:

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour, deterioration in general well-being, unexplained bruising, marks or signs of possible abuse or neglect, that member of staff:
 - Listens to the child, offers reassurance and gives assurance that she or he will take action
 - Does not question the child
 - Makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure, the exact words spoken by the child as far as possible, the name of the person to whom the concern was reported, with the date and time, and the names of any other person present at the time.
- Cause for concern forms will be kept and parents will be asked to sign the form. If the parent does not agree to sign the form it will be signed by the keyperson and signed again by another member of staff, stating parents reason for not signing.
- Cause for concern forms will include, name and age of child, timed and dated observations describing objectively the child's behaviour/appearance, without comment or interpretation, where possible the exact words spoken by the child.
- Cause for concern forms are to filled out in pen so no alteration can be made as these forms could be used as evidence by the police and solicitors in a court of law.
- Cause for concern forms will be filed in the child protection folder which is kept in a locked cupboard, accessible on request only to key staff and involved parents.

Liaison with other relevant organisations:

- The preschool is operated in accordance with local authority guidelines. The preschool will liaise with the Social Services Department if required.
- The preschool will also work alongside guidance given by DFES, 'Working Together to Safeguard Children' and Effective support for children and families in Somerset which

includes the threshold document, found online, and flowchart "What to do if you're worried a child is being abused, (summary)".

- The preschool will also notify the registration authority (Ofsted) of any incident.

Support:

- Every step will be taken to build up trusting and supportive relationships between families and the preschool.
- Where abuse at home is suspected, the preschool will continue to welcome the child and family while investigations proceed.
- **With the proviso that the care and safety of the child must always be paramount**, the preschool will do all in its power to support and work with the child/ren's family

Staff issues:

If a member of staff is accused:

- If allegations were verbal, it would be asked to put it in writing.
- A committee of preschool owner, preschool supervisor and named child protection point of contact would be the investigation team.
- Staff would be questioned and asked to answer allegation immediately.
- Unsatisfactory explanation given, the member of staff would be placed on immediate suspension, until further enquiries could be made. ☐ All relevant parties would be questioned ☐ An investigation would be started:

If allegation false -

- Suspension would be lifted and the staff member would return to work

If allegation true -

- Instant dismissal as stated in their contract.
- Relevant organisations would be contacted. (Ofsted, Department of Health administrators, so that the name may be included on the List for the Protection of Children and Vulnerable Adults)

Parents would be kept informed at all times.

Procedure:

- Refer to flow chart, "What to do if you're worried a child is being abused"
- Suspicions noted either by keyperson or member of staff. Recorded and discussed with Supervisor
- Suspicions discussed with parent and noted on a cause for concern form. ☐ Supervisor to inform owner

Definitions: Child Protection is defined as:

'Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.'
Working Together to Safeguard Children 2013

We recognise that we have an explicit duty to safeguard children who are in need, or who may suffer significant harm as defined in the Children Act 1989 and 2004, and the Education Act 2002.

'Working Together to Safeguard Children' (2013) recognises 4 categories of abuse:

- Physical Abuse.
- Sexual Abuse.
- Emotional Abuse.
- Neglect.

These are defined as:

- (i) **Physical abuse** May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child, Fabricated and Induced Illness Syndrome (FIIS). Physical abuse also includes Female Genital Mutilation (FGM).
- (ii) **Sexual Abuse** Includes 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 (eg rape, buggery) or nonpenetrative acts (kissing, rubbing, masturbation touching on outside of clothing. Sexual abuse need not necessarily involve a high level of violence, nor is solely perpetrated by adult males. Sexual abuse includes grooming by the Internet.
- (iii) **Emotional Abuse** The persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It involves conveying to children that they are worthless/unloved, inadequate, or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; the exploitation or corruption of children; overprotection or preventing a child taking part in normal social activities; serious bullying (includes cyber bullying); seeing or hearing the ill treatment of another person, not giving the child opportunities to express their views; deliberately silencing them or making fun of what they say or how they communicate.
- (iv) **Neglect** The persistent failure to meet a child's basic physical needs and/or psychological needs, likely to result in the serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing; or neglect of, or unresponsiveness to, a child's basic emotional needs. Includes the impact on the Welfare Requirement - Safeguarding and promoting children's welfare Every Child Matters - Stay Safe Revised: April 2016 17 unborn child of maternal substance abuse and failure to ensure adequate supervision including the use of inadequate care-givers.

How to recognise child abuse - Signs and Symptoms:

Recognising abuse is the most important duty that staff undertake to ensure that they are protecting children from abuse. Staff are not responsible for diagnosing or investigating child abuse. However, we do have a clear responsibility to be aware of, and alert to signs that all is not well with a child in our care. Not all concerns about children relate to abuse; there may well be other explanations. It is important that staff at Mogghill keep an open mind and consider what they know about the child and the child's circumstances.

Set out below are some of the possible signs which may help staff recognise if a child is being abused. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong.

The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree. If you are worried, it is not your responsibility to investigate and decide if it is abuse. It is your responsibility to act on your concerns and do something about it.

Physical Abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for appropriate activities e.g. changing wet clothes
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him listen').
- Fear of suspected abuser being contacted

Bruising in a baby who has no independent mobility is very uncommon and it may be an indicator of physical abuse.

Female Genital Mutilation

- Absences or holidays abroad lasting a number of weeks
- Soreness and infections of the bladder and vagina area
- Bruising to inner thighs and upper arms from being held down

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way, inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genital, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging, Welfare Requirement - Safeguarding and promoting children's welfare Every Child Matters - Stay Safe Revised: April 2016 18
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child-minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation (I'm stupid, ugly etc.)
- Overreaction to mistakes
- Extreme fear of new situations
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Untreated dental problems

A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone. Staff need to be sensitive to signs of abuse, particularly in children with limited or non-verbal communication. Statistically disabled children and children with behavioural difficulties are more vulnerable to significant harm. Staff should be especially vigilant regarding signs relating to disabled children and not automatically assume that any of the above relates to their impairment.

The quality of relationships staff develop with children is vital in helping to understand unexplained changes in behaviour and /or personality. Small as well as more obvious unexplained changes may indicate a cause for concern. Staff should be made aware of any children who have a social worker and be extra vigilant. Children with a Child Protection Plan who have two days off consecutively, Welfare Requirement - "Safeguarding and promoting children's welfare Every Child Matters - Stay Safe Revised: April 2016 19 absences without a satisfactory explanation need to report this to the designated safeguarding lead"

Other forms of abuse that need to be highlighted include:

- County lines
- Cuckooing
- Child exploitation
- Human trafficking
- Contextual safeguarding
- Private fostering.

Key Telephone Numbers:

Children & Families Duty & Assessment

Team (BANES)	01225 396312 / 01225 396313
Somerset Direct	0300 123 2224
Local Authority Designated Officer (Anthony Goble)	childrens@somerset.gov.uk

Emergency Duty Team:

Somerset	0300 1232327
BANES	01454 615165
Police (Immediate danger)	999/112 or 101 if using a mobile

Allegations to Ofsted within 14 days:

Complaints/concerns:	0300 1231231
General contact line:	0300 1234234

Named designated safeguarding leads:

Mrs Helen Wheeler & Mrs Kate Hardwick

Appendix 1 to Safeguarding Policy; The Prevent Duty & Promoting British Values

From 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have a 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent Duty. Here at Mogghill Nursery School we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will:

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation
- We will build the children's resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views (for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world)
- We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way
- We will be aware of the online risk of radicalisation through the use of social media and the internet
- As with managing other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views). The key person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly
- We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern. The key person approach means that we already have a rapport with our families so we will notice any changes in behaviour, demeanour or personality quickly
- We will work in partnership with our LSCB for guidance and support.

We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation).

We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

We will ensure that our DSO's will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff.

We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

Appendix 2 to Safeguarding policy: County lines

County Lines is a very serious issue where criminal gangs set up a drug dealing operation in a place outside their usual operating area. Gangs will move their drug dealing from big cities (e.g. London, Manchester, Liverpool etc.) to smaller towns in order to make more money. This can have a really big effect on the community who live there and bring with it serious criminal behaviour. County lines commonly involves the illegal distribution and dealing of seriously dangerous drugs from one city/town to another. The most common drugs involved are heroin and cocaine (crack and powder), but also MDMA, cannabis, amphetamines and spice. Gangs sometimes use violence to threaten children and young people when recruiting them. Gangs also violently assault children and young people working for them if they find their drugs or money to be missing. Weapons such as firearms, knives, bats, acid are sometimes used to make violent threats.

Signs to look out for:

Here are some signs to look out for that can suggest that someone you know might be involved in county lines activity:

- Are they always going missing from school or their home?
- Are they travelling alone to places far away from home?
- Do they suddenly have lots of money/lots of new clothes/new mobile phones?
- Are they receiving much more calls or texts than usual?
- Are they carrying or selling drugs?
- Are they carrying weapons or know people that have access to weapons?
- Are they in a relationship with or hanging out with someone/people that are older and controlling?
- Do they have unexplained injuries?
- Do they seem very reserved or seem like they have something to hide?
- Do they seem scared?
- Are they self-harming?

Here are some words/terms that are commonly used when describing county lines activity:

- Cuckooing
- Going country
- Trapping

- Trap house
- Trap line

If you hear someone using these words then they might be involved in or might know of county lines activity.

Cuckooing:

Cuckooing is when drug gangs take over the home of a vulnerable person through violence and intimidation, using it as their base for selling/manufacturing drugs.

Signs:

- An increase in people coming and going
- An increase in cars or bikes outside
- Litter outside
- Signs of drugs use
- You haven't seen the person who lives there recently or when you have, they have been anxious or distracted.

Going Country

This is the most popular term that describes county lines activity. It can also mean the act of travelling to another city/town to deliver drugs or money.

Trapping

The act of selling drugs. Trapping can refer to the act of moving drugs from one town to another or the act of selling drugs in one.

Trap House

A building used as a base from where drugs are sold (or sometimes manufactured). These houses usually are occupied by someone (usually adult drug users but sometimes young people are forced to stay in trap houses) location.

Trap line

This refers to when someone owns a mobile phone specifically for the purpose of running and selling of drug.

Appendix 3 to Safeguarding policy: Cuckooing

Cuckooing is a term used when criminal gangs target the most isolated, vulnerable members of the community, befriending them with the intention of taking over their homes to deal drugs and carry out other criminal activities.

Those that tend to be targeted and exploited are current and ex drug users, or have a mental health, physical or learning disability. There is no age limit to those being targeted and older adults that are socially isolated can become easy targets with tactics of befriending, moving in and then taking over.

The sole purpose is to befriend a vulnerable person, who normally lives alone, with the end goal of taking over their homes. Tactics used include building up a drug debt and then when the individual reaches a point of not being able to pay that debt, the exploitation grows to the point of threats and actions of violence that the vulnerable person becomes too frightened to seek help.

Cuckooing can take on many forms. For example, the older person who may live alone, have no family or friend support network, feel socially isolated and lonely and look for friendships in any form, becoming targets to those that have picked up on their vulnerability. They believe they have gained a friend allowing the person to stay at their home, without realising that drug activity is taking place or that they are being taken advantage of.

Or there are cases where a female is used to befriend a vulnerable male with the idea that they are their girlfriend; the girlfriend herself is likely to be victim of exploitation almost becoming the gangs bait. Her role would be to introduce her friends into the vulnerable adult's home and then the process of Cuckooing will begin.

"Cuckooing" means the criminals can operate from a discreet property, which is out of sight, making it an attractive option. They can then use the premises to deal and manufacture drugs in an environment under the police radar, usually staying for just one day.

When the criminals use the victim's property for criminal enterprises, the inhabitants become terrified of going to the police for fear of being suspected of involvement in drug dealing or being identified as a member of the group, which would result in their eviction from the property.

Many of these gangs are made up of the very young. They are trapped through exploitation and grooming. This might be achieved by:

- Giving them drugs
- Giving them alcohol
- Giving them presents
- Making them feel important
- Letting them ride around in fast cars
- Flashing money

Signs to look out for:

- usually takes place in a multi-occupancy or social housing property
- an increase in the number of coming and goings

- offenders will often have new vehicles outside the property, frequently use taxis or hire cars
- possible increase in ASB activity in and around the property
- disengagement with support services
- professionals visiting may be aware of new unidentified persons in the property
- the property may become to appear almost sparse of valuable possessions inside and go into a state of disrepair

Appendix 4 to Safeguarding policy: Child exploitation

The term CSE (child exploitation) explains what happens when abusers encourage children and young people under 18 into exploitive situations, contexts and relationships. These often involve the young person being given things such as food, accommodation, drugs, affection, gifts or money in return for performing sexual activities.

Child sexual exploitation can occur through use of technology without the child's immediate recognition. For example, the persuasion to post or send sexual images of themselves with no immediate payment or gain. In all cases those exploiting the child or young person have power over them by virtue of their age, gender, intellect, physical strength and resources available to them.

Violence, coercion and intimidation are common in cases of CSE as many perpetrators target vulnerable young people. This vulnerability is often due to economic or personal circumstances that leave young people with few choices.

How are people exploiting children?

1 - inappropriate relationships:

These relationships usually involve one perpetrator who has inappropriate power or control over a young person due to being physically stronger, older or wealthier. This can include familial abuse, which includes when an older family member exploits their child or sibling. The older relative may be vulnerable to CSE due to mental health problems, drug or alcohol dependency or previous experience of exploitation. Sometimes the relative may be forced or threatened into involving the young person in child exploitation by someone else.

2 - Older adult exploitation - often referred to as the 'boyfriend' model

The adult offender of CSE is usually at least five years older and befriends and grooms the young person by focusing on their vulnerabilities. The victim will initially feel they are in a positive and rewarding relationship with the perpetrator. Power and control issues can lead to young people being isolated and becoming dependent on the 'boyfriend'. They are often coerced or forced into sex with the perpetrator's associates.

3 - Trafficking

Young people are passed by perpetrators through networks, between towns and cities, where they may be forced or coerced into sexual activity with multiple people. Young people are often used to recruit other young people to take part in so-called 'sex parties' where this can occur. Trafficking sometimes involves the 'buying and selling' of young people by individuals involved in serious organised crime.

4 - Peers

This form of CSE is often referred to as sexual bullying. It can happen quickly without the build up of a relationship or the grooming process. Incidents may be filmed on mobile phones and circulated. Incidents may occur publicly or involve multiple perpetrators.

Over a quarter (28%) of perpetrators identified to the Office for the Children's Commissioner's inquiry into sexual exploitation in gangs and groups were under 19 years old.

5 - Gang and Group exploitation

Young people in gangs or groups may be sexually exploited as part of a gang initiation or as a punishment. Young people may also be encouraged to recruit peers into the gang, exposing them to similar CSE treatment and making it difficult to identify perpetrators who control the gang.

Who is committing these crimes?

Perpetrators of CSE may be:

- An adult or another young person
- Male or female
- Any ethnicity
- Visible in everyday life
- Articulate, plausible and 'savvy'

It is important to note that not all perpetrators of child sexual exploitation will involve money or gifts when they exploit young people.

How are children groomed online?

According to the Child Exploitation and Online Protection Centre most offences of CSE take place online. These offences include deceiving children into producing indecent images of themselves, engaging in sexual chat online or sexual activity over a webcam. Analysis by the centre reveals that 13- and 14-year olds represent the largest single victim group of child sexual exploitation.

When young people go online, they are subject to risks of CSE

- Online grooming and child abuse
- Access to age-inappropriate content
- Bullying and cyberbullying
- Personal information falling into the wrong hands
- Talking to strangers or people who misrepresent themselves
- People hacking their accounts.

It is important to note they may also be open to prosecution or recrimination from posting offensive or inappropriate comments online.

Appendix 5 to Safeguarding policy: Human trafficking

There are an estimated 20.9 Million people trapped in some form of slavery today. It's sometimes called "Modern-Day Slavery" and sometimes "Human Trafficking." At all times it is slavery at its core.

According to international definition, human trafficking means: "the recruitment, transportation, transfer, harbouring or purchase of persons for the sole purpose of exploitation."

Typically, human beings are being disposed of, as if they were goods or objects which can be bought or sold irrationally. Trafficking exploits human beings for income, whether through sex, forced labour or human organs.

Traffickers take advantage of poverty, lack of prospects, and hope for a better future, by tricking and luring their victims into other countries.

Whether they emigrate legally or illegally, they then go with false promises of work or prospective marriages. Upon their arrival, the victims are coerced into dependence through debt bondage, violence or drugs, therefore becoming 'exploited' goods. They are deprived of their personal rights, freedom of speech, independence and self-respect.

Human trafficking takes on many forms these days including:

Domestic Servitude

Employees working in private homes are forced or coerced into serving and/or fraudulently convinced that they have no option to leave.

Sex Trafficking

Women, men or children that are forced into the commercial sex industry and held against their will by force, fraud or coercion.

Forced Labour

Human beings are forced to work under the threat of violence and for no pay. These slaves are treated as property and exploited to create a product for commercial sale.

Bonded Labour

Individuals that are compelled to work in order to repay a debt and unable to leave until the debt is repaid. It is the most common form of enslavement in the world.

Child Labour

Any enslavement – whether forced labour, domestic servitude, bonded labour or sex trafficking – of a child.

Forced Marriage

Women and children who are forced to marry another without their consent or against their will

Appendix 6 to Safeguarding policy: Contextual safeguarding

"As well as threats to the welfare of children from within their families, children may be vulnerable to abuse, or exploitation from outside their families." Working Together to Safeguard Children (2018), paragraph 33

For the first time, Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2018) refer to Contextual Safeguarding. This is a conceptual framework for understanding, assessing, and reducing the risk of harm from outside the family home.

Contextual Safeguarding is based on research and extensive trials in multi-agency safeguarding hubs, led by Dr Carlene Firmin, Principal Research Fellow, University of Bedfordshire. Information about the research and its practical application can be found at the Contextual Safeguarding network (www.contextualsafeguarding.org.uk).

Contextual Safeguarding seeks to understand child protection risks from beyond the family. This becomes of increasing importance for adolescents who naturally begin to spend more time out of their home and under the influence of their peers. In the neighbourhood, young people can be negatively affected by a range of risks as they spend more and more time in

retail areas, open spaces, and on public transport. Those seeking to safeguard young people therefore need to assess and intervene in these places.

Research shows us that teenagers are influenced more by their peers and wider relationships than their parents and the pervading attitudes and social norms of their social group may be positive or negative. A safe, supportive, and effective peer group will engender positive relationships, whilst negative experiences may lead to violent, coercive, and harmful behaviours.

Contextual Safeguarding extends the capacity to safeguard from the home to the neighbourhood, and other places where teenagers spend their time, including schools and colleges. Contextual Safeguarding theory considers the dynamic 'interplay' between the child, family, peers, school, and neighbourhood; and the 'weight of influence' presented by the attitude of their peers.

For example, while parents, carers, and teachers may emphasise the harm from smoking cannabis, the peer group may endemically play down the dangers and illegality, and may even imply that members of the group should smoke the drug to be accepted. The influence of the group is greater than that of parents.

Firmin and her colleagues identified four domains that need to be present for Contextual Safeguarding to be effective:

1. Target: prevent, identify, assess, and intervene with the social conditions of abuse
2. Legislation: incorporate extra-familial contexts into child protection frameworks
3. Partnerships: with sectors/individuals responsible for the nature extra-familial contexts
4. Outcome measures: monitor outcomes for success in relation to contextual, as well as individual change

The Contextual Safeguarding system aims to disrupt or limit harmful extra-familial contexts, to reduce the risk of harm. For example, a park as a source of sexual exploitation may have extra lighting installed, bushes cut back, and increased police or council patrols. There is an emphasis on everyone working in the neighbourhood to play their part, including street cleaners, bus drivers, and retailers. This contributes to a wider understanding of how the neighbourhood is used in antisocial or unsafe ways.

"Contextual Safeguarding ... means assessment of children should consider whether wider environmental factors are present in a child's life, that are a threat to their safety, and/or welfare ... so, it's important that schools and colleges provide as much information as possible as part of the referral process." Keeping Children Safe in Education, (2018), paragraph 52

When schools have concerns about teenagers in particular, they should always consider the wider context and sources of influence on the young person.

Appendix 7 to Safeguarding policy: Private fostering

What is private fostering?

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Why are children in private foster care?

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families

The Ofsted report into Private Fostering also refers to these reasons:

- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

The Duty to refer to the Local Authority

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. (see 'Replacement Children Act 1989 Guidance on Private Fostering 2005 paragraph 2.6)

Note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear who has parental responsibility.

Are children in private foster care defined as 'Local After Children' ?

No. The term 'Looked After Children' means children who are looked after by the local authority. Privately fostered children are outside the care of the local authority.

Schools should not therefore code children in private foster care as 'LAC'.

How do local authorities monitor the welfare of children in private fostering ?

The local authority must visit each privately fostered child at least every six weeks in the first year of the arrangement; and at least every twelve weeks in the second and subsequent year. In some areas schools are visited as part of this process to discuss the child with teachers.

The private foster carer has a duty to inform the local authority of any substantive changes to the arrangement or within the household.

Should schools be told about a private fostering arrangement?

There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a duty on schools to inform children's services where they become aware of such an arrangement.

