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**Cheshire East Safeguarding Model 2022-2023 continued………..**

**Appendix 6**

**Forms of Abuse**

**Contextual Safeguarding** ­­­­

**Including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including,

* sexual identity
* cognitive ability
* learning difficulties
* communication ability
* physical strength
* status
* access to economic or other resources

Some of the following can be indicators of both child criminal and sexual exploitation where children:

* appear with unexplained gifts, money, or new possessions
* associate with other children involved in exploitation
* suffer from changes in emotional well-being
* misuse drugs and alcohol
* go missing for periods of time or regularly come home late
* regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help maintain them in education.

**Child Criminal Exploitation (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.

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

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

**Child Sexual Exploitation (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 occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship.

Some additional specific indicators that may be present in CSE are children who:

* have older boyfriends or girlfriends
* suffer from sexually transmitted infections
* display sexual behaviours beyond expected sexual development
* become pregnant

**County lines.**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes, and care homes. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

* go missing and are subsequently found in areas away from their home
* have been the victim or perpetrator of serious violence (e.g., knife crime)
* are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
* are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
* are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
* owe a ‘debt bond’ to their exploiters
* have their bank accounts used to facilitate drug dealing

**Children Missing from Home or Care**

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect, or abuse, or because they are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

Our setting is aware of the [Pan-Cheshire Joint Protocol on Children and Young People Who run Away or Go Missing from Home or Care 2020-2022.](https://www.cescp.org.uk/professionals/missing-from-home.aspx)

The association of chief police officers has provided the following definition a missing person is: ‘Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed’.

Within any case of children who are missing both push and pull factors need to be considered.

**Push factors** include:

* Conflict with parents/carers
* Feeling powerless
* Being bullied/abused
* Being unhappy/not being listened to
* The Toxic Trio

**Pull factors** include:

* Wanting to be with family/friends
* Drugs, money, and any exchangeable item
* Peer pressure
* For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker

As a setting we will contact all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

**Cyberbullying**

Central to our Setting’s anti-bullying policy is the principle that ‘bullying is always unacceptable’ and that ‘all pupils have a right not to be bullied’.

The setting recognises that it must take note of bullying perpetrated outside of the setting which spills over into the setting and so we will respond to any bullying including cyber-bullying that we become aware of carried out by children when they are away from the site.

Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.”

By cyber-bullying, we mean bullying by electronic media:

* Bullying by texts or messages or calls on mobile phones
* The use of mobile phone cameras to cause distress, fear, or humiliation
* Posting threatening, abusive, defamatory, or humiliating material on websites, to include blogs, personal websites, social networking sites
* Using e-mail to message others
* Hijacking/cloning e-mail accounts
* Making threatening, abusive, defamatory, or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The setting will pass on information to the police if it feels that it is appropriate, or we are required to do so.

**Domestic abuse/violence**

Sandbach Heath (St. John’s Playgroupbelieves that all our children have the right to be safe at our setting and also in their own homes. We are aware that all children can witness and be adversely affected by domestic abuse.

As an Operation Encompass setting, we are alert to the indicators of abuse, and we have a planned approach to supporting children in a proactive way. We do this by raising awareness with parents, staff and children and intervention work to support children affected by domestic abuse. We seek to find the appropriate support for individual cases.

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth, or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality, and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them. Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children, we:

* Have an ethos which puts children’s wellbeing at the heart of all that we do
* Create a predictable setting life with set routines
* Ensure that rules and expectations are clearly stated and understood by all
* Understand that oppositional and manipulative behaviours are not attempts to ‘provoke us’, but may be attempts by these children to control their world when so much feels out of control for them
* Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead
* Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that we follow through with any consequences or sanctions
* Support children to put feelings into words. We build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately *(A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings but may not have heard words to appropriately express/ describe these feelings*)
* Understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents
* Create opportunities for children to feel successful. We let the child know that they matter, taking an active interest in them
* Accept that they may not be willing or able to talk about it right away (if ever)
* Provide effective, non-verbal, systems for children to access support
* Provide reassurance that only people who need to know about the incident will know
* Allow the child, where necessary, to safely store work in the setting or shred it after completion when providing interventions
* Have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g., Childline etc.

[Children, Young People and Domestic Abuse](https://www.cheshireeast.gov.uk/livewell/staying-safe/domestic-abuse-and-sexual-violence/domestic-abuse-tools-and-resources.aspx)

**Emotional abuse**

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child’s emotional development.

We understand that it may involve the following:

* Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs 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
* Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction
* Seeing or hearing the ill-treatment of another
* Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Honour Based Abuse including Breast ironing, FGM and Forced Marriage**

Staff are aware of “Honour-based’ Abuse (HBA) which encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation), and staff will handle and escalate as such; they are alert to the possibility of a child being at risk of HBA, or already having suffered HBA. “*Keeping Children Safe in Education 2021”*

Awareness raising has taken place around HBA; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

As a setting we would never attempt to intervene directly; where this is suspected we would speak to ChECS before sharing our concerns with the family.

**Breast ironing also known as Breast Flattening**

Staff have been made aware of an act of abuse performed on girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects, or covered with an elastic belt to prevent or delay the development of their breasts; the intention being to protect the child from rape, forced marriage, sexual harassment, or removal from education. It is a practice in Cameroon, Nigeria, and South Africa. It is often carried out by the girl’s mother.

Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

**Female Genital Mutilation (FGM)**

Staff are aware of Female Genital Mutilation (also known as female circumcision, cutting or Sunna) and that it is the partial or total removal of external female genitalia for non-medical reasons.

Staff are also aware that FGM

* Is child abuse; it's dangerous and it is a criminal offence. Religious, social, or cultural reasons are sometimes given for FGM however there is no valid reason for it.
* Is illegal in the UK. It’s also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

**Indications that FGM may be about to take place:**

* When a female family elder is around, particularly when she is visiting from a country of origin.
* Reference to FGM in conversation e.g., a girl may tell other children about it.
* A girl may confide that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’.
* A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
* Parents state that they or a relative will take the child out of the country for a prolonged period.
* A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
* A girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

**Indications that FGM has taken place:**

* Difficulty walking, sitting, or standing
* Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
* Unusual/a noticeable change in behaviour after a lengthy absence
* Reluctance to undergo normal medical examinations
* Asking for help, but may not be explicit about the problem due to embarrassment or fear
* Prolonged absences/ persistent unexplained absence from school/college
* Seek to be excused from physical exercise without the support of their GP
* Child not allowed to attend extra-curricular activities
* Close supervision of child by family/carers

Staff in our setting are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that “If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police”.

Members of our setting community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Safeguarding Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject.

**Forced Marriage**

Staff are aware of Forced Marriage and that it is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

**Indications that a Child is at risk of Forced Marriage:**

Staff are aware that they need to be aware of significant changes in the child’s presentation emotional and physical, in dress and behaviour.

* Appearing anxious, depressed, and emotionally withdrawn with low self-esteem
* Self-harming, self-cutting or anorexia
* Criminal activity e.g., shoplifting or taking drugs or alcohol
* Declining performance, aspirations, or motivation
* Not allowed to attend any extra-curricular or after school activities
* Girls and young women may be accompanied to and from school/college
* Attending school but absenting themselves from lessons
* Stopping attendance at school/college
* A family history of older siblings leaving education early and marrying early

**Actions our setting takes in relation to take around Honour Based Abuse:**

* When managing requests for absence, we use an absence request form which requests information on all siblings who attend other settings. Sometimes younger siblings tell teachers information that has a bearing on older members of the family, so it is important that we liaise with the other settings
* The Manager requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed
* We check in with the child/children to see if they know and corroborate the purpose of the visit.
* If a return date has been specified and a child has not returned to school, we would contact ChECS. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children’s Services as appropriate.

**Modern Day Slavery including Trafficking**

The Modern Slavery Act came into Force in 2015. Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Staff are aware that:

* a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour
* it is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment
* any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived, or provided with payment or benefit to achieve that consent
* children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived, or paid to secure their compliance. They need only to have been recruited, transported, or harboured for the purpose of exploitation

**Trafficked Children**

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a setting we are alert to the signs both for our children and for their families and are aware that this may be if they:

* Show signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
* Have a history with missing links and unexplained moves
* Are required to earn a minimum amount of money every day
* Work in various locations
* Have limited freedom of movement
* Appear to be missing for periods
* Are known to beg for money
* Are being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
* Are one among a number of unrelated children found at one address
* Have not been registered with or attended a GP practice
* Are excessively afraid of being deported
* Look malnourished or unkempt
* Are withdrawn, anxious and unwilling to interact
* Are under the control and influence of others
* Live in cramped, dirty, overcrowded accommodation
* Have no access or control of their passport or identity documents
* Appear scared, avoid eye contact, and can be untrusting
* Show signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

* Physical symptoms (bruising indicating either physical or sexual assault)
* Prevalence of a sexually transmitted infection or unwanted pregnancy
* Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
* Evidence of drug, alcohol, or substance misuse
* Being in the community in clothing unusual for a child i.e., inappropriate for age/ borrowing clothing from older people
* Relationship with a significantly older partner
* Accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding
* Persistently missing, staying out overnight or returning late with no plausible explanation
* Returning after having been missing, looking well cared for despite having not been at home
* Having keys to premises other than those known about
* Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
* Truancy / disengagement with education
* Entering or leaving vehicles driven by unknown adults
* Going missing and being found in areas where the child has no known links
* Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

**Neglect**

Staff are aware that neglect:

* is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development
* may occur during pregnancy, for example, as a result of maternal substance abuse
* once a child is born, may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment
* may also include neglect of, or unresponsiveness to, a child’s basic emotional needs
* may potentially be fatal
* causes great distress to children and leads to poor outcomes in the short and long-term
* has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later in life. The degree to which children are affected during their childhood and later in adulthood depends on the type, severity, and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child

If we suspect neglect, we will use the [CESCP Neglect Screening Tool](https://www.cescp.org.uk/professionals/neglect.aspx)

**Online Safety**

With the current speed of on-line change, some practitioners, parents, and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

Some of the risks could be:

* **content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
* **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
* **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
* **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

Our setting therefore seeks to provide information and awareness to staff, pupils, and their parents through:

* Acceptable use agreements for children, staff, parents/carers, trustees, and committee members
* Curriculum activities involving raising awareness around staying safe online
* Information included in letters, newsletters, web site
* Parents evenings / sessions
* High profile events / campaigns e.g., Safer Internet Day
* Building awareness around information that is held on relevant web sites and or publications
* Social media policy

**Cyber crime: Preventing young people from getting involved**

Children are getting involved in cybercrime, many do it for fun without realising the consequences of their actions – but the penalties can be severe. Cybercrime is a serious criminal offence under the Computer Misuse Act. If we become aware of any incidents of cyber crimes, we will consider each case individually as to any criminal act that may have been committed. The setting will pass on information to the police if it feels that it is appropriate, or we are required to do so.

**Risks associated with Gaming**

Online gaming is an activity that the majority of children and many adults get involved in.

The setting raises awareness by:

* Talking to parents and carers about the games their children play and help them identify whether they are appropriate
* Supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
* Talking to parents about setting boundaries and time limits when games are played
* Highlighting relevant resources
* Making our children aware of the dangers including of online grooming and how to keep themselves safe
* Making our children aware of how to report concerns

**Peer on peer abuse (or child on child abuse)**

Children can abuse other children (often referred to as peer on peer abuse, peer relationship abuse, child on child abuse and teenage relationship 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
* causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
* consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
* ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
* initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less seriously than adult to child abuse; they are aware that it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We ensure that we apply the same thresholds.

In our setting we offer support for both the victim and perpetrator in line with the setting’s safeguarding and behaviour policies. Where sexual violence or sexual harassment between children is alleged then the setting follows the guidance issued by the DfE in 2021. [Sexual violence and sexual harassment between children guidance](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

Where sharing nudes or semi nudes (youth produced sexual images) are part of the abuse then the setting follows the UK Council for Child Internet Safety (UKCCIS) [Sharing nudes and semi-nudes: advice for education settings](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

**Physical abuse**

Staff are aware of the signs of potential physical abuse and that it might involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Prevent, Radicalisation and Extremism**

Sandbach Heath (St. John’s) Playgroup adheres to the Prevent Duty Guidance, July 2015 (most recently updated in April 2021) and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

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

Our setting community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation.

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined, and highlighted in all relevant policies and procedures, including those for Information technology, Special Educational Needs, attendance, assemblies, the use of school premises by external agencies, behaviour and anti-bullying and our curriculum.

Our taught curriculum includes educating children of how people with extreme views share these with others; we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the setting’s core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just, and civil society.

In our setting community we are aware of these specific issues, relevant to our school’s profile.

All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by ensuring the training is up to date, discussing in staff meetings and real-life scenarios.

Sandbach Heath (ST. John’s) Playgroupis clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore, concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

The **Prevent Duty** requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith-based extremism that may lead to a child becoming radicalised.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

In Cheshire East if we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would contact:

Cheshire East Consultation Service (ChECS): **0300 123 5012 (Option 3)**

**and** complete a [Prevent referral](http://www.stopadultabuse.org.uk/professionals/preventchannel-referral-process.aspx) on the [www.stopadultabuse.org.uk](http://www.stopadultabuse.org.uk) website.

**Where necessary individuals may be discussed at Channel:**

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists. The Channel Duty Guidance: protecting people vulnerable to being drawn into terrorism, was updated in 2020.

**In Cheshire East the Channel Co-ordinator is Sandra Murphy – Head of Adult Safeguarding.**

The CE Channel Panel meets monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc.

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

The Safeguarding Children in Education Settings (SCiES) team represent education settings at these meetings. This means that SCiES may contact the Designated Safeguarding Lead before a meeting to request our view regarding the lived experience of the young person. They contact us afterwards to give us an update.

**Serious violence**

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from the setting, 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.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office’s [Preventing youth violence](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf) and gang involvement and its [Criminal exploitation of children and vulnerable adults: county lines guidance](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines).

**Sharing Nudes and Semi-nudes**

This form of abuse also includes underwear shots, sexual poses, and explicit text messaging.

While sharing nudes can take place in a consensual relationship between two children under the age of 18, the use of explicit images in revenge following a relationship breakdown is becoming more commonplace. Sharing nudes can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sharing nudes and semi-nudes is an issue that requires awareness raising across all ages.

The setting use age-appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the setting for advice.

**Sexual abuse**

Staff are aware of sexual abuse and that:

* It involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening
* The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing
* It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse
* It can take place online, and technology can be used to facilitate offline abuse
* It is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

The sexual abuse of children by other children is a specific safeguarding issue in education, see peer on peer abuse.