



Policies and Procedures

Document 29 – Specific Safeguarding issues

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1) Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up to date guidance and support on specific safeguarding issues. Broad government guidance on issues and associated links are listed below. These include:-

- i)* bullying including cyber-bullying
www.gov.uk/government/publications/preventing-and-tackling-bullying.
- ii)* domestic violence www.gov.uk/domestic-violence-and-abuse.
- iii)* drugs
www.gov.uk/government/publications/drugs-advice-for-schools
- iv)* faith abuse
www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief
- vi)* forced marriage www.gov.uk/forced-marriage.
- vii)* gangs and youth violence
www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
- viii)* gender based violence
www.gov.uk/government/policies/violence-against-women-and-girls
- ix)* mental health
www.gov.uk/government/publications/the-mental-health-strategy-for-england
- x)* private fostering
www.gov.uk/government/publications/children-act-1989-private-fostering
- xi)* sexting
www.gov.uk/Teaching-online-safety-in-schools - GOV.UK (www.gov.uk) Sexting and sending nudes | Childline
- xii)* teenage relationship abuse
www.gov.uk/government/collections/this-is-abuse-campaign
- xiii)* trafficking
www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

2) Child on Child abuse

- i)* All staff should be aware that children can abuse other children.
- ii)* If a member of staff has any concerns regarding child on child abuse, they should speak with the DSL (or DDSL).
- iii)* It is essential that staff understand the importance of challenging inappropriate behaviour – examples of which are:
 - downplaying certain behaviours as “just banter”, “just having a laugh” or “boys will be boys” can result in creating an unsafe environment with the potential to lead to a culture of unacceptable behaviours which then may normalise abuse.
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - abuse in intimate personal relationships between children (sometimes know as ‘teenage relationship abuse’)
 - physical abuse such examples being hitting, shaking, biting, hair pulling and kicking. This may also include an online element with the threat of physical abuse.
 - consensual image sharing especially amongst older children.
 - sexual harassment including comments, jokes and online sexual harassment.
 - causing someone to engage in a sexual activity without consent
 - sexting – consensual and non-consensual sharing of nude and semi nude images/video
 - upskirting – the taking of a picture under a person’s clothing without their permission
 - initiation – to initiate a person into a group which could encourage them to partake in activities involved harassment, abuse or humiliation (this may also include an online element).

3) Child Sexual Exploitation (CSE)

www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

- i)* Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.
- ii)* Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.
- iii)* What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- iv)* Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming.
- v)* It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

4) Child Criminal Exploitation (CCE)

- i)* Both Child Sexual Exploitation and Child Criminal Exploitation 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.
- ii)* CCE and CSE 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.
- iii)* Specific example of CCE are:-
 - transporting drugs or money through county lines
 - working in cannabis factories,
 - shoplifting
 - pickpocketing.
 - Being forced into vehicle crime.
- iv)* Children and their families can be coerced into carrying weapons and become trapped in this circle of exploitation.

5) Domestic Abuse

- i)* Children can be victims of domestic abuse – they may see, hear or experience the effects of abuse at home
- ii)* Children may also suffer domestic abuse in their own intimate relationships and be victims of teenage relationship abuse.
- iii)* Domestic abuse can have a detrimental effect on the child resulting in long term health impacts, well-being, development and ability to learn.

6) Mental Health

- i)* Staff should be aware that this can sometimes be an indicator that a child has perhaps suffered or is at risk of suffering abuse, neglect or exploitation.
- ii)* Staff should be aware that only trained professionals should make a diagnosis of mental health issues however staff working with the student may observe such behaviour that they may be experiencing or be at risk of developing a mental health problem.
- iii)* If this is the case, there may be a safeguarding concern and action should be taken in conjunction with the DSL/DDSL.

7) Serious Violence

- i)* Indicators that children may be involved with, or at risk from serious crime include:-
 - increased absence from their place of education.
 - change in friendships/relations – become involved with old individuals or groups of people.
 - a decline in the child's performance at their educational establishment.
 - signs of self-harm.
 - change in their wellbeing.
 - unexplained injuries or assault.
 - unexplained new possessions or gift which may indicate an association with gangs or criminal networks – this may link in with CCE (section 4).

8) Female Genital Mutilation (FGM)

www.gov.uk/government/publications/female-genital-mutilation-guidelines

- i)* FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons".
- ii)* There is no cultural or religious justification for FGM and it has been illegal in this country since 1985. If it is performed on a British citizen in the UK or overseas it is a crime. It can leave women and girls traumatised as well as in severe pain, cause difficulties in child birth, and in some rare cases it can lead to death.
- iii)* Current prevalence studies estimate that as many as 60,000 women and girls in the UK could be at risk of FGM, and over 137,000 may already be living with the consequences.
- iv)* The main countries of origin where FGM is practiced include Africa and the Middle East.
- v)* FGM frequently involves young girls between the ages of infancy and 15 years of age. Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.
- vi)* **Warning signs of Girls at Risk**
 - Member of a community whose country of origin practises FGM and that is less integrated into UK society.
 - A girl whose sister or other relatives have undergone FGM.
 - A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present).
 - Families making preparations for an extended holiday, including arranging vaccinations in the country of origin.
 - Families may practice FGM in the UK when a female family member elder is visiting from the country of origin.
 - You may hear reference to FGM in conversation, for example a girl may tell other children about it.
- vii)* There is a **MANDATORY** reporting duty upon the school to report to the Police where they discover that FGM appears to have been carried out on a girl under 18 years.

9) Preventing Radicalisation

www.gov.uk/government/publications/channel-guidance

- i) Radicalisation is the process by which people come to support terrorism and violent extremism and in some cases, to then participate in terrorist groups. It tends to be a process rather than a one off event and can take place over a long period or within a shorter time frame.
- ii) The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent Duty").
- iii) The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police and will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police. Where considered appropriate and necessary consent is obtained, arrangements will be made for support to be provided to those individuals.

10) Kirklees Prevent Strategy

- i) Prevent is a strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;
 - challenging **ideologies** that support terrorism and those who promote it;
 - protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
 - supporting sectors and **institutions** where there is a risk of radicalisation.
- ii) Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have '*due regards to the need to Prevent People from being drawn into terrorism*'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

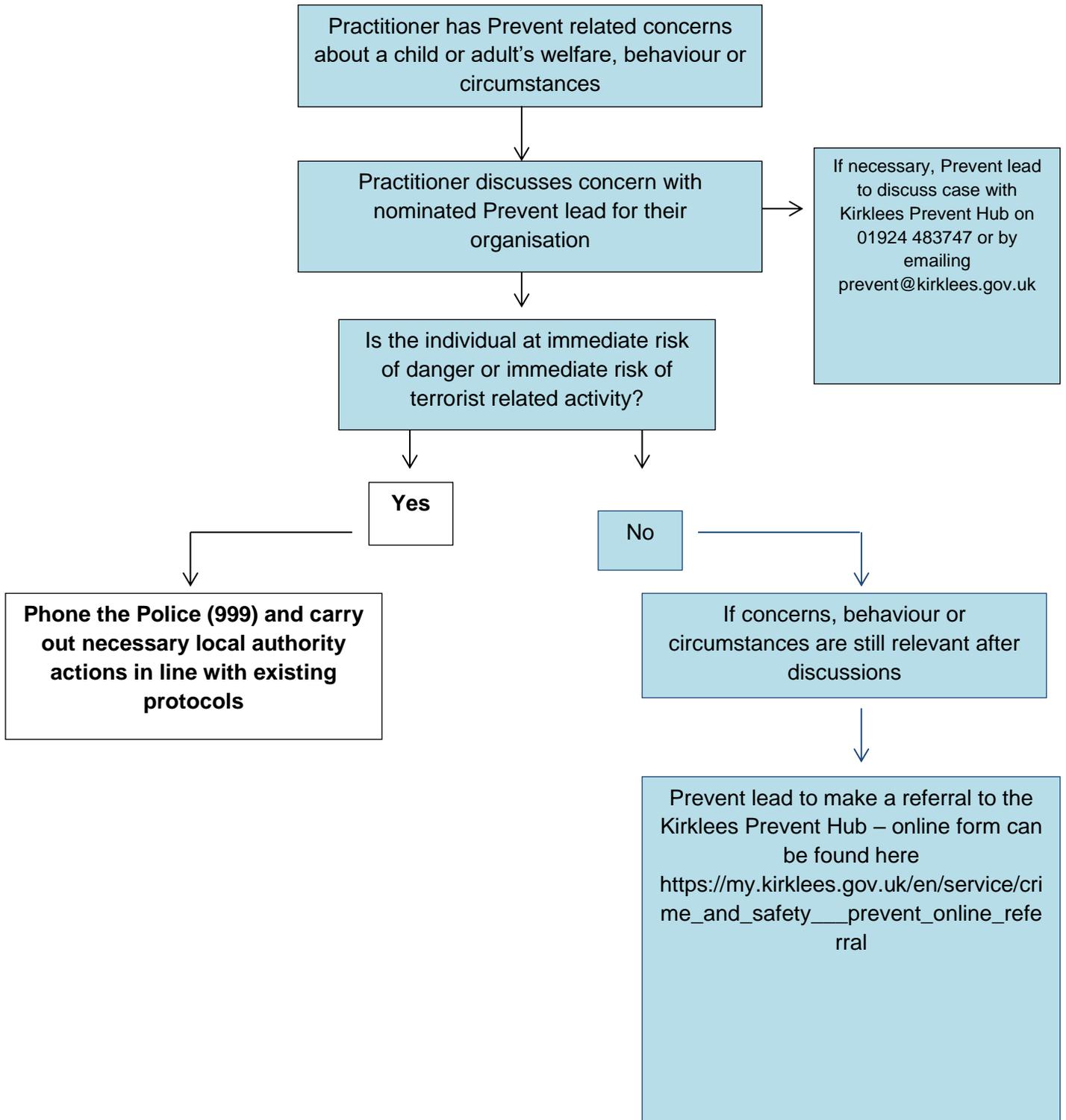
11) Potential indicators which may identify extremism in both students and members of staff

- i)* use of inappropriate language.
- ii)* possession of violent extremist literature.
- iii)* Changes in behaviour, language, clothing or appearance.
- iv)* The expression of extremist views.
- v)* Advocating violent actions and means.
- vi)* Association with known extremists.
- vii)* Seeking to recruit others to an extremist ideology.

12) Responding to concerns

- i)* If the concern arises in a Kirklees school, the matter needs to be raised with that particular school – it is likely that a similar policy will be in place at every Kirklees School.
- ii)* If staff have any concerns about the behaviour of an individual (this could also be a colleague) at Centres/Central Ensembles/Central Class lessons, they should seek advice from the Musica Kirklees Designated Safeguarding Lead.
- iii)* The Kirklees Prevent referral pathway should be followed.

13) Kirklees Prevent referral pathway



14) Staff training

- i)* Ensure key staff are trained using the Workshop to Raise Awareness of Prevent (WRAP) via the Kirklees Prevent Team.
- ii)* Ensure that all or associate members of staff complete the e-learning general awareness course regarding Prevent through the following link:
<https://www.elearning.prevent.homeoffice.gov.uk/>.
- iii)* Ensure that the Designated Safeguarding Lead within Musica Kirklees cascades appropriate Prevent related information and guidance to staff as necessary.

15) Working in Partnership

- i)* Use existing local arrangements such as the Kirklees Safeguarding Children Partnership and Kirklees Prevent Team for prevent related issues.
- ii)* Engage with parents and families, providing assistance and advice to these individuals and families where necessary.

16) Kirklees Prevent Hub contact details

Telephone	01924 483747
Website	www.kirklees.gov.uk/prevent
Email	Prevent@kirklees.gov.uk
X	@KirkleesPrevent

17) Useful links and resources

- i)* Kirklees Prevent Hub
<https://www.kirklees.gov.uk/beta/community-safety-partners/pdf/kirklees-prevent-strategy.pdf>
- ii)* Prevent duty guidance
<https://www.gov.uk/government/publications/prevent-duty-guidance>.
- ii)* UK Safer internet Centre
<http://www.saferinternet.org.uk/>.
- v)* Department for Education guidance
<http://www.foundationyears.org.uk/files/2015/06/prevent-duty-departmental-advice.pdf>.
- vi)* Prevent for Schools
<http://www.preventforschools.org/>.
- vii)* UK Safer internet Centre
<http://www.saferinternet.org.uk/>.
- viii)* Working Together to Safeguard Children
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>.
- ix)* Keeping Children safe in education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.