

Education Partnership Team

Prevention, Vulnerability and Partnerships

Insert Title  
Insert subtitle

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**Scope of Guidance**

The aim of this guidance is to assist governing bodies, proprietors, head teachers, senior leadership teams, designated safeguarding leads and staff to understand the range of harms related to sexual violence, sexual abuse and harmful practices.

This guidance, associated resources and further signposting, provides a range of information to further help educational settings develop effective practises to reduce and support those at risk of exploitation.

Police have written the guidance to support schools and colleges responding to complex issues that are both safeguarding concerns and criminal offences.  It aims to improve the identification of vulnerability and improve information sharing to enhance the safeguarding response for Children (under 18 years of age).

This guidance is **not** intended to replace existing policies or procedures, especially Keeping Children Safe in Education (KCSIE), which is the statutory safeguarding guidance to which all schools and colleges in England must have regard.  It has been written following consultation to address a gap that exists in relation to schools and colleges’ awareness of police support available for specific safeguarding matters and how best to deal with them.

This guidance complements the existing statutory guidance for professionals within ‘Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of Children, (HM Government, 2018)’.

The advice provided is in addition to local safeguarding protocols and existing responsibilities to report incidents to Children’s social care. On occasions where local safeguarding thresholds have not been met, it should be recognised that police intervention and reporting of suspected offences might still be appropriate, as the information you hold might also be important intelligence for police in building a bigger picture of harm posed to children and young people in the local area and community.

# **Why This Guidance Is Needed**

This guidance provides useful information for schools to help clarify the police response to a number of sensitive topics.  It is designed to support schools to enhance their curriculum by providing specialist advice on handling sensitive issues, enhance responses to disclosures from pupils and help identify possible warning signs of abuse. The document will provide guidance to enable the safe sharing of information via existing referral pathways.

This guidance highlights some of the more serious safeguarding matters and abuse that police need to be notified of. This list is not exhaustive and is designed to give assistance in spotting warning signs and raising awareness that these matters should be reported to police.

# 

# **Initial Action Schools and Colleges Should Take**

If you have a concern about a child, or are made aware of any suspected report of abuse or harm to a child within your school or college, you must follow your locally agreed protocols as per Local Safeguarding Children Partnership arrangements and adhere to any statutory requirements.

The role of the school or college is to establish the **basic** facts and record in writing all concerns and discussions about a child’s welfare, the decisions made, and the reasons for those decisions.  It is the role of the police and social workers to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation. Consideration should be given to the extent of enquiries a school or college makes prior to involving police as asking too much could hinder a criminal investigation.

A school or college must not begin questioning alleged perpetrators or invite parent/carers in to discuss an injury on a child if it is thought to be suspicious. This is the role of the police and children’s services.

Only open questions should be used and limited to ascertaining:

* what happened
* where it happened
* when it happened and
* who committed the alleged offence

If in doubt, speak with the police or Children’s social care for advice.

Early disclosure maximises the evidence gathering opportunities that the police can employ. This could increase chances of progressing further along the criminal justice system and as a result may identify further risk management options for agencies to utilise.

***If a disclosure is made to you, it is essential that exact words used be captured in the record made.  You will discuss this with your designated safeguarding lead who will consider next steps. This will include consideration of making a report to the police at the earliest opportunity.  The matter will then be subject of a sensitive and considered investigation.***

It is vital that where appropriate a referral is made to local Children’s social care.  If necessary, they will liaise with child protection police officers so that a full and sensitive investigation can commence.  **Consideration should be given to informing police at the same time as social care are informed, particularly if a young person is at immediate risk of harm or there is a risk of evidence being lost.**  If the allegation is about an adult working/known to work or volunteer in the school, the Designated Safeguarding Lead / Head Teacher should contact the Local Authority Designated Officer (LADO) in addition.

The child should be made aware that the disclosure will be shared with police and social care. The school should have a local guidance document or training programme that gives guidance on how to explore what happens next after a disclosure with the child.

It is worth noting that the charity Children and Young People and Families Across Borders can assist with any overseas aspects, such as if the child has been taken abroad or is at risk of being taken abroad. They can also assess if family members overseas can offer the child with a safe placement if the child cannot be returned to their carers in the UK.

**Victim Blaming Lanuage**

It is imperative that appropriate terminology is used when discussing children and young people who have been exploited or are at risk of exploitation or have disclosed any form of sexual harassment or harm. Language, either written or verbal implying that the child or young person is responsible in any way for abuse and crime that they are/have been subjected to, must be avoided to ensure we safeguard them appropriately. It is important to recognise that a child or young person cannot consent to their own exploitation/abuse, therefore if a child or young person is made to feel shame or guilt, in may prevent them from disclosing abuse.

More information can be found in this useful document provided by the Children’s Society: [Child\_Exploitation\_Appropriate\_Language\_Guide\_2022.pdf (childrenssociety.org.uk)](https://www.childrenssociety.org.uk/sites/default/files/2022-01/Child_Exploitation_Appropriate_Language_Guide_2022.pdf)

# **The Exploitation Model**

**Child Criminal Exploitation** *Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power, to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity:*

* *in exchange for something the victim needs or wants, and/or*
* *for the financial or other advantage of the perpetrator or facilitator and/or*
* *through violence or threat of violence.*

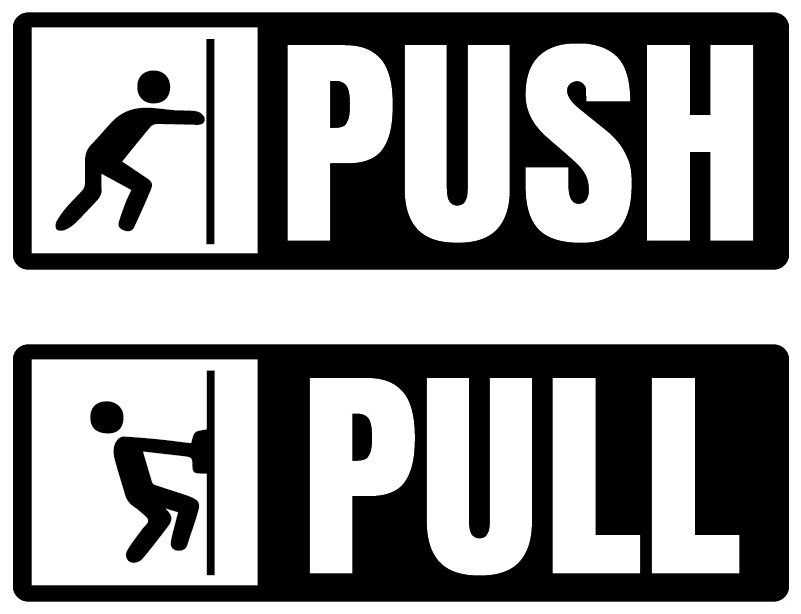
The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology.

In all cases, those exploiting the child/young person has power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

|  |  |
| --- | --- |
| Signs A Child Is Being Criminally Exploited | |
| Financial Signs | * Acquisition of money, clothes, mobile phones etc. without plausible explanation. * Rewards of money/goods for introducing peers |
| Social Signs | * Returning home under the influence of drugs/alcohol; * Concerning use of internet or other social media * Gang-association and/or isolation from peers/social networks; * Relationships with controlling or significantly older individuals or groups; * Frequenting areas known for sex work * Multiple callers (unknown adults or peers) /Mobile phones/sim cards |
| Behavioural/Emotional Signs | * Inappropriate sexualised behaviour for age/sexually transmitted infections; * Self-harm or significant changes in emotional well-being. * Leaving home/care without explanation and persistently going missing or returning late; * Exclusion or unexplained absences from school, college or work; * Increasing secretiveness around behaviour |

**Push/Pull Factors for Exploitation**

Push and Pull factors are examples of contributing factors that may attract a child or young person into a form of exploitation. Below are some examples of what these factors could include.



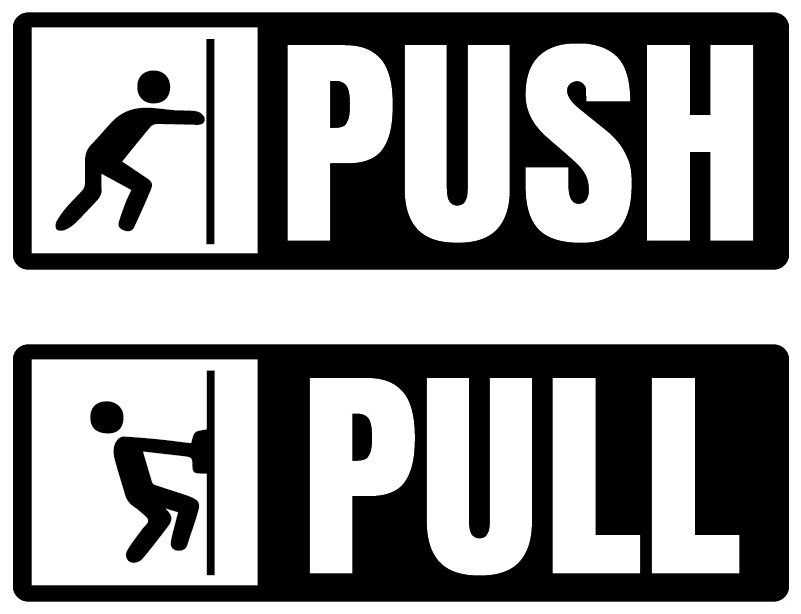
History of abuse at home

Parental Vulnerabilities

Domestic abuse at home

Family Breakdown

Learning difficulties/Emotional difficulties for the child



Meeting a ‘special’ person on the internet

Status-Peer pressure

Receiving gifts

Taken on ‘adventures’

Given lifts

Being liked by someone older

Risk taking ‘buzz’

**Child Sexual Exploitation**

*'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.’*

*(Government Definition, 2017)*

Child Sexual Exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person has power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.  Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability (Department for Education 2012).

Child Sexual Exploitation (CSE) is a complex area:

In law, there is no specific crime of child sexual exploitation. Offenders are often convicted for associated offences such as sexual activity with a child or trafficking offences.

Child sexual exploitation is not a separate category of abuse in child protection procedures. This means data is often:

* Missing or incomplete
* Concealed in other categories of abuse or crime
* Unreported

A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as victims of exploitation.

Those who exploit children sexually are often described as manipulative individuals and will often target the most vulnerable.

As such, it is important that we do not dismiss the warning signs and concerns based on a child’s previous history or a perception that they have a chaotic lifestyle.

Young people with learning disabilities share many of the same vulnerabilities to CSE that are faced by all young people, but the evidence indicates that they face additional barriers to their protection, and to receiving support to address CSE. Other children and not just adults can instigate CSE.

**Signs a Child is being Sexually Exploited**

There are a number of warning signs that can indicate a child may be being groomed for sexual exploitation. To assist you in remembering and assessing these signs and behaviours, you can utilise the mnemonic ‘**SAFEGUARD**’.  *(Originally developed for use in London, this mnemonic is from the London Child Sexual Exploitation Protocols 2017)*

**CCE/CSE and next steps for schools and colleges**

Procedures for safeguarding and protecting the welfare of Children (up to 18) from Child Criminal Exploitation are set out within the Department of Education’s *‘Definition and a guide for practitioners, local leaders and decision makers working to protect Children and Young People from child sexual exploitation’* which was last updated February 2017.

This guidance aims to help practitioners, local leaders and decision makers who work with Children and Young People and families to identify child sexual exploitation and take appropriate action in response. This includes the management, disruption and prosecution of perpetrators and can be accessed here: [Department for Education (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

It is important to identify children and young people at risk of criminal/sexual exploitation and to work collaboratively to ensure the children at risk of criminal/sexual exploitation are safeguarded.

A key principle is that children identified as being ‘at risk’ of CCE/CSE should be reported.  This requires making a referral for a vulnerable child or young person where there are concerns they are being targeted and groomed and where any of the CCE/CSE warning signs have been identified, even though there is no evidence of any offences at that stage.

This allows agencies to share information to safeguard those who may be at risk.  It also helps agencies build a picture of the nature of CCE/CSE within the local area and assists with the disruption of perpetrators.

Schools and colleges also become aware of information that can be helpful in identifying and disrupting those who exploit children and young people. For example, reports of people acting suspiciously, number plates of suspicious vehicles seen around school/college or information received from pupils themselves. This useful intelligence can help build up a pattern of behaviour and can be passed to police either through a Community Partnership Information (CPI) form: <https://www.safe4me.co.uk/portfolio/sharing-information/> or by calling 101.

**CCE/CSE and actions for the police**

Victim’s needs are at the forefront of the police approach at all times and police work closely with partner agencies.

Police tactics that can be deployed to safeguard children and young people and target perpetrators include:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Free Gavel Clipart Black And White, Download Free Clip Art, Free Clip Art  on Clipart Library | Splendid Ideas Blank Flags To Color World Com Flag - Black And White Flag  Clip Art Transparent PNG - 607x594 - Free Download on NicePNG | Free Talk Clipart Black And White, Download Free Clip Art, Free Clip Art on  Clipart Library | Libreoffice clipart location | Plane Icon Black White Stock Illustrations – 14,721 Plane Icon Black White  Stock Illustrations, Vectors & Clipart - Dreamstime |
| Obtaining ‘Risk of Sexual Harm Orders’ | Flagging victims and suspects on the Police National Computer. | Providing specially trained officers to speak to the child | Targeting locations and perpetrators known for CSE | Serving of an abduction notice on suspected offenders |

Police can prosecute offenders even without a victim statement.  This is possible if sufficient evidence can be obtained in other ways e.g. through forensics or social media.

# **County Lines**

**The UK government defines county lines as:**

*“County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.”*

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities, it is a major, crosscutting issue involving:

Drugs

Gangs

Safeguarding

Criminal and Sexual exploitation

Modern Slavery

Violence

Missing Persons

The response to tackle this includes:

Government Departments

Police

Voluntary and community sector organisations

Local Authority agencies

National Crime Agency

**How does it affect children, young people and vulnerable adults?**

Like other forms of abuse and exploitation, county lines exploitation:

* Can affect **any** child or young person under the age of 18 years
* Can affect **any** vulnerable adult over the age of 18 years
* Can still be exploitation even if the activity appears consensual
* Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
* Can be perpetrated by individuals or groups, all gender identities, and children, young people or adults
* Is typified by some form of power imbalance in favour of those perpetrating the exploitation

Whilst age may be, the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange *(for example, carrying drugs in return for a pair of new trainers).*

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible *(such as money, drugs or clothes)* and intangible rewards *(such as status, protection or perceived friendship or affection).*

It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a young person who engages in county lines activity to stop someone carrying out a threat to harm their family.

**Who is vulnerable to county lines exploitation?**

The national picture on county lines continues to develop but there are recorded cases of:

* Children as young as 12 years old being exploited or moved by gangs to courier drugs out of their local area; 15-16 years is the most common age range
* All gender identities being exploited
* White British children being targeted because gangs perceive they are more likely to evade police detection but a person of any ethnicity or nationality may be exploited
* The use of social media to make initial contact with children and young people
* Class A drug users being targeted so that gangs can take over their homes (known as ‘cuckooing’)

We do know that county lines exploitation is widespread, with gangs from big cities including London, Manchester and Liverpool operating throughout England, Wales and Scotland.

Gangs are known to target vulnerable children/young people and adults:

**Signs to look out for**

A young person’s involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang. Any sudden changes in a person’s lifestyle should be discussed with them.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

|  |  |
| --- | --- |
| Persistently going missing from school or home and / or being found out-of-area   * Unexplained acquisition of money, clothes, or mobile phones * Excessive receipt of texts / phone calls and/or having multiple handsets * Relationships with controlling / older individuals or groups * Leaving home / care without explanation | * Suspicion of physical assault / unexplained injuries * Parental concerns * Carrying weapons * Significant decline in school results / performance * Gang association or isolation from peers or social networks * Self-harm or significant changes in emotional well-being |

**What to do if you are concerned**

Any practitioner working with a vulnerable person who they think may be at risk of county lines exploitation should follow their local safeguarding guidance and share this information with local authority social services.

If you believe a person is in immediate risk of harm, you should contact the police.

Use your local safeguarding process, the first step of which is usually to contact your designated safeguarding lead within your organisation. If you do not know who this is, refer to your manager.

Your designated safeguarding lead has the responsibility for linking in with your local authority’s social services. If you are not satisfied with the local authority’s response, you should follow up your concerns by discussing these with your safeguarding lead.

If you are aware that a potential victim may have come from / travelled to another area as part of their involvement in county lines, you should include this information in your referral to enable liaison between safeguarding agencies in the different areas.

If you are worried that a vulnerable person is at immediate risk of harm, you should also contact the police. The Child Exploitation Risk Assessment Framework (CERAF) can also be used to support the assessment of risk for a child or young person. More information on the CERAF can be found on the next page.

If you are a designated First Responder for the National Referral Mechanism (NRM), you should also consider referring any young person or adult you suspect of being a potential victim of trafficking or modern slavery to the NRM. Any referral should be after appropriate safeguarding steps have been taken and in light of multi-agency discussions.

## **Child Exploitation Risk Assessment Framework (CERAF)**

The Child Exploitation Risk Assessment Framework (CERAF) is a child exploitation risk assessment tool. Your professional judgement is as equally important as the score. Be mindful that child exploitation does not exist as a standalone issue and that children who are being criminally exploited are also likely to have increased missing episodes, and may be victims of sexual abuse and/or trafficking.

A CERAF should be completed as soon as potential concerns regarding any form of child exploitation are identified. This may include child sexual exploitation (CSE), child criminal exploitation (CCE), county lines (CL), modern day slavery (MDS) or child trafficking concerns. The evidence may follow a missing episode, or increasing occasions of a child truanting from school, staying out late, associating with new peers/associates where there may be some concerns or known intelligence risk.

Hampshire, Isle of Wight, Portsmouth and Southampton (HIPS) CERAF Guidance can be found here: [CERAF Guidance](https://hipsprocedures.org.uk/assets/clients/7/CERAF%20Guidance%202020-08.pdf)

The CERAF is a Tool to be used for children at risk of or being exploited & will support identification of risk areas to be addressed and next steps: [CERAF Assessment Framework](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fhipsprocedures.org.uk%2Fassets%2Fclients%2F7%2FCERAF%2520HIPS%25202020%2520V2.doc&wdOrigin=BROWSELINK)

# **Contextual Safeguarding**

Contextual Safeguarding has been developed by Dr Carlene Firmin at the University of Bedfordshire to inform policy and practice approaches to safeguarding adolescents.

*Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships.*

Schools are an important context in which young people spend time, socialise and make friends. They are locations where young people feel safe, but also come across harm.

When schools are identified as places young people encounter violence and abuse, practitioners need support to identify and intervene.

To date, interventions into peer-on-peer abuse in schools has predominately targeted individual young people or relied on sanctions and exclusions that target problematic behaviours. When harm is located within schools, practitioners need advice and resources to disrupt harmful social and cultural practices.

A contextual approach to safeguarding in schools can consider how staff are supported with training and relevant policies and procedures, options for young people to identify and disclose harm and the relationship between schools and the local community.

The [Contextual Safeguarding Network](https://contextualsafeguarding.org.uk/) includes a range of tools, resources and videos for practitioners working in schools. These include a toolkit for assessing school responses to harmful sexual behaviour, videos on how contextual safeguarding applies to schools, resources for multi-agency partners to consider school exclusions and managed moves, and briefings for education providers.

# **The Components of Modern Slavery/National Referral Mechanism (NRM)**

**Human trafficking**

For a person to be a victim of human trafficking there must have been:

* **Action** (recruitment, transportation, transfer, harbouring or receipt, which can include either domestic or cross-border movement)
* **Means** (threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability - however, there does not need to be a means used for children as they are not able to give informed consent)
* **Purpose** of exploitation (e.g. sexual exploitation, forced labour or domestic servitude, slavery, removal of organs)

The Palermo Protocol, signed by the UK on 14th December 2000 and ratified on 9th February 2006, is designed to prevent, suppress and punish trafficking of people (especially of women and children).

The Palermo Protocol establishes children as a special case for whom only two components required; movement and exploitation, because a child cannot give consent to being exploited, even if they are aware/agreeable to being moved.

**Slavery, servitude and forced or compulsory labour**

For a person to be a victim of slavery, servitude and forced or compulsory labour there must have been:

* **Means** (being held, either physically or through threat of penalty – e.g. threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability. However, there does not need to be a means used for children as they are not able to give informed consent)
* **Service** (an individual provides a service for benefit, e.g. begging, sexual services, manual labour, domestic service)

Forced or compulsory labour may be present in trafficking cases. However, not every person who is exploited through forced labour has been trafficked.

There will be cases of exploitation that do not meet the threshold for modern slavery – *for example, someone may choose to work for less than the national minimum wage, or in undesirable conditions, without being forced or deceived.*

**Access to support**

Individuals who are recognised as a potential victim of modern slavery through the NRM have access to specialist tailored support for a period of at least 45 days while their case is considered, which may include:

* access to relevant legal advice
* accommodation
* protection
* independent emotional and practical help

Support in England and Wales is currently delivered by the Salvation Army and a number of subcontractors.

**Modern Slavery**

To help make a primary assessment about whether an individual is or may be a potential victim of modern slavery, there are 20 general indicators.

These indicators are not a definitive list and there may be others that raise concerns, therefore the option to highlight ‘other’ indicators has been included.

There is no set number of factors that equate to person being a victim; it could be one or a combination that demonstrates this.

**How to refer modern slavery victims to the police**

A potential victim of modern slavery is a potential victim of a crime. All NRM referrals should be referred to the police - either on the victim’s behalf if they give consent, or as a third-party referral if they do not give consent (provided this does not breach any obligation of confidence under the common law).

The safeguarding lead for your institution should make this referral. The police will then determine what action is appropriate, in line with Home Office Counting Rules.

This does not mean that potential victims are under any obligation to cooperate with the police. There is a section on the online form NRM form where it can be confirmed if they are or are not willing to engage with the police.

***Summary***

*For a person to be a victim of human trafficking there must have been action, means, and purpose*

*In cases of slavery, servitude and forced or compulsory labour there must have been means and service.*

*All concerns of this nature should be referred to your DSL who will contact the police via 101.*

**National Referral Mechanism (NRM)**

**What is the National Referral Mechanism?**

*The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support.*

*Modern slavery is a complex crime and may involve multiple forms of exploitation. It encompasses:*

* *Human trafficking*
* *Slavery, servitude, and forced or compulsory labour*

An individual could have been a victim of human trafficking and/or slavery, servitude and forced or compulsory labour.

Victims may not be aware that they are being trafficked or exploited, and may have consented to elements of their exploitation, or accepted their situation.

**Obligation of confidence**

The NRM process is already a multi-agency process and when a potential victim consents to enter the NRM, they should be aware that information will be passed on by the first responder / frontline worker in order to access the NRM. It is unlikely that an obligation of confidence would prevent referring this information to the police.

There is no obligation of confidentiality between the SCA and the victim, as this information has been received via a third party. The SCA is therefore entitled to process this information in accordance with the Data Protection Act 2018 and the General Data Protection Regulation and refer this information to the police to support the detection and prevention of crime. The SCA does not require consent from the victim to do so. The intention is to do this in all cases referred into the NRM where there has not already been a police referral.

*Intentionally left blank*

**Rape**

*A person commits rape if they intentionally penetrate the vagina, anus or mouth of another person with their penis without consent.  Whilst only a male can commit a rape (as by law you need a penis to rape someone), females can be convicted of aid and abet a male who rapes. Without true consent, the sexual activity described above is rape.*

The Sexual Offences Act 2003 states that a person consents to sexual activity ‘if he or she agrees by **choice** and has the **freedom** and **capacity** to make that choice’.

Section 75 of the Sexual Offences Act 2003 provides for evidential presumptions about consent.

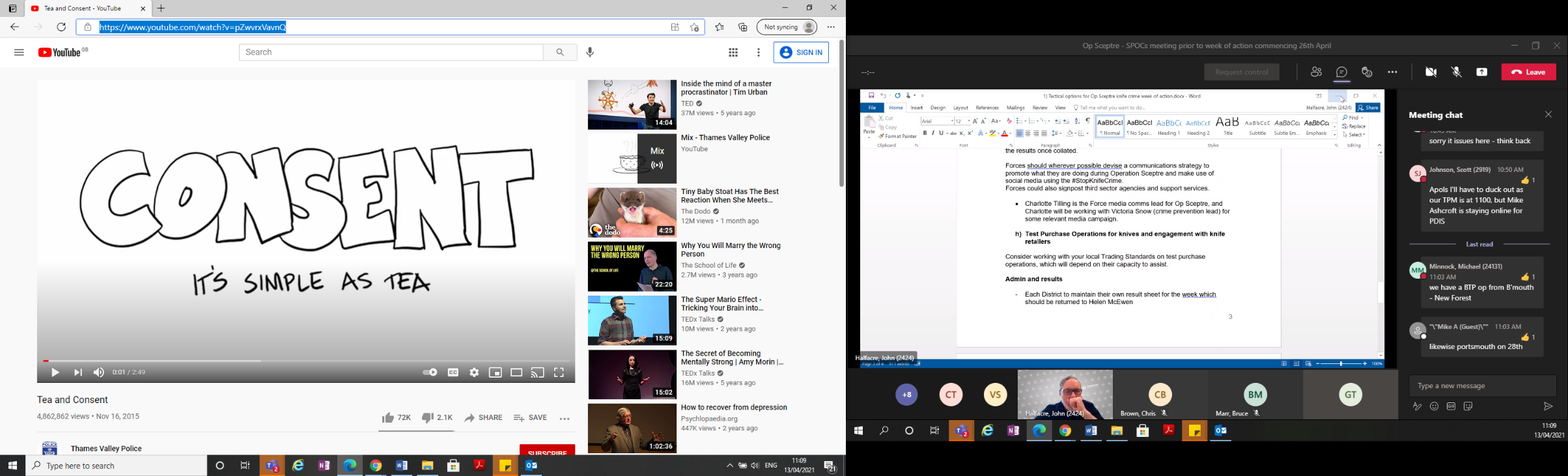
This means there is a presumption that the victim did not consent to sexual activity and the defendant did not reasonably believe that the victim consented, unless he can show otherwise.  Circumstances include:

* A person is made to fear immediate violence will be used against them or another person.
* A person was asleep or unconscious
* A person has a physical disability such that they would not be able to communicate their consent.
* A person has been given a substance, without their consent, which was capable of overpowering at the time of the act.
* A person was unlawfully detained at the time of the relevant act.

A consent defence cannot be used in cases where a child is under 13.  If a penis is used to penetrate the vagina, anus or mouth of a child aged 12 or under it is statutory rape.  The age of consent to any form of sexual activity is 16 for all gender identities.

The Sexual Offences Act 2003 introduced a new series of laws to protect children under 16 from sexual abuse.  Where a person is over 18 and is intentionally involved in sexual activity with a young person aged 13, 14 or 15 protection is provided to this age group, unless the defendant can show that they reasonably believed the young person to be aged 16 or over.

Consent as it applies to sexual activity is a complex issue.  A good way of explaining it to both young people and professionals is shown here:

[](https://www.youtube.com/watch?v=pZwvrxVavnQ)

The law is not intended to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation.

A useful resource for schools when determining if sexual activities are harmful is Hackett’s continuum of harmful sexual behaviour, which can be found [here.](https://learning.nspcc.org.uk/media/1657/harmful-sexual-behaviour-framework.pdf)

This integrated framework aims to support local work with children and young people who have displayed harmful sexual behaviours, and their families, by delivering and developing clear policies and procedures, and by refreshing local practice guidelines and assessment tools.

Children and young people with harmful sexual behaviours are a varied and complex group with diverse needs that cannot be addressed by a ‘one size fits all’ model of service provision.

*It is important to note that sexual violence occurs on a spectrum and can include activities of a sexual nature that someone does not consent to such as being forced to watch or engage in activities of a sexual nature or being assaulted with an object such as a bottle or a finger or tongue.  Other forms of sexual assault can be very distressing to those affected by it and also need to be reported and investigated.*

**Actions police will take**

Many people worry about going to the police, because it is the start of a process, they will not be able to control. Always remember that police will support the victim every step of the way and keep them continuously informed.  Police will also work with the multi-agency network, considering the advice of other professionals.

If a rape or serious sexual assault is disclosed:

The victim may be taken to an NHS-run sexual assault referral centre. Here they will offered the option to be examined by a Forensic Paediatric Consultant. **A postcode search for your local service can be found** [**here**](https://www.nhs.uk/service-search/other-services/Rape%20and%20sexual%20assault%20referral%20centres/LocationSearch/364)

The victim will be asked to provide evidence in the form of a written statement or a digitally recorded Achieving Best Evidence (ABE) interview dependent on the victims’ wishes

Police should be informed as soon as possible so that time critical actions can be completed, such as gathering forensic evidence and CCTV

Any witnesses, not just to the incident but those who can provide information in respect of the whole investigation, will be spoken to

There may be a number of other investigative actions depending on the nature of the incident

The suspect will be interviewed, and this may be whilst they are under arrest

Police may wish to obtain evidence from phones, e-mail or social media sites as police and prosecutors have a duty to pursue all reasonable lines of enquiry in every investigation, and to disclose any material that undermines the case for the prosecution or assists the case for the accused. Police want to do all they can to make sure that complainants feel confident to report crimes, and to support investigations and prosecutions

# **Teen Relationship Abuse**

In addition to sexual harassment and violence research has shown that many teenagers do not understand what constitutes abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships.

Further research showed that teenagers did not understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and did not understand that it could happen within their own relationships. This led to these abusive behaviours feeling ‘normal’ and therefore left unchallenged, as they were not recognised as being abusive.

Further information on this area can be found here: [*https://www.childrenssociety.org.uk/information/young-people/advice/teenage-relationship-abuse*](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.childrenssociety.org.uk%2Finformation%2Fyoung-people%2Fadvice%2Fteenage-relationship-abuse&data=05%7C01%7Cgraham.thomas%40hampshire.police.uk%7Cd2eb8abe3c9b45d19aea08da318440ef%7C23de4379957a41a69587165d6c6b4dbd%7C0%7C0%7C637876741346405164%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=XMbb7ACG1ZNplJoiwTZY2B4sfSUlT1mJ4A7rnddferg%3D&reserved=0)

# **Sending Nudes**

# ***(previously referred to as Sexting)***

*There is no clear definition of ‘sexting’ and it can mean different things to different people. The UK Council for Child Internet Safety (UKCCIS) refers to ‘youth produced sexual imagery’*

* *‘Youth produced’ includes young people (under 18) sharing images that they, or other young people, have created of themselves*
* *‘Imagery’ covers both still photos and moving videos*
* *‘Sexual’ is clearer than ‘indecent’.  A judgement of whether something is ‘decent’ is both a value judgement and dependent on context*

Sending Nudes can refer to sexually explicit content communicated via text messages, smart phones or social media sites.  It can include the exchange of sexual messages or images and the creating, sharing and forwarding of sexually suggestive nude or nearly nude images through mobile phones and/or the internet.

Academic evidence suggests that girls are most adversely affected and that the main threat is from peers.  For a school or college, awareness strategies are challenging as a class may contain varieties of victim, abuser and bystander simultaneously.

The sending of nudes occur on a continuum from consensual sharing to abusive sharing and it will often not be coercive.  When it is coercive, it does not necessarily refer to a single activity but rather a range of activities, which may be motivated by sexual pleasure but are often coercive in nature, linked to harassment, bullying and even violence.

Non-statutory for advice on sending nudes for schools and colleges has been developed by the UK Council for Child Internet Safety and can be found [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf).  The National Education Union also provide comprehensive guidance for teachers that can be found [here](https://neu.org.uk/advice/sexting-incidents-school).

Making, possessing and distributing any imagery of someone under 18, which is ‘indecent’, is illegal. This includes ‘selfies’ if the person is U18.  Following NPCC guidance on not criminalising young people, the focus of investigations will be on abusive and coercive incidents.  The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Where an image is of a child (under the age of 18) then it is an offence of possession of an indecent photograph or prohibited image.  Further offences, are committed if a person creates or distributes an indecent image of a child.

‘Indecent’ is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, Magistrate or District Judge to decide based on what is the recognised standard of propriety.  For most purposes, if imagery contains a naked young person, a topless girl, and/ or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear, dependant on the context of the situation it was shared.

Whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people’s natural curiosity about sex and their exploration of relationships.  Often, young people need education, support or safeguarding, not criminalisation.  The focus of education should be on the prevention of coercive and abusive sharing, including the non-consensual wider sharing of peers’ images.

**Sending nudes and next steps for schools and colleges**

Sending Nudes (sexting) is often referenced as incidents of youth produced sexual imagery and arising safeguarding concerns need to be addressed. The response to these incidents should be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of the young people involved.

Schools and colleges may respond to incidents without involving the police. The police may need to be involved in cases to ensure thorough investigation including collection of all evidence (for example, through multi-agency checks).

There are some incidents that **should always be referred** immediately to the police and/or social care; this will include when:

* The incident involves an adult
* There is reason to believe that a pupil has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
* What you know about the imagery suggests the content depicts sexual acts, which are unusual for the pupil’s developmental stage, or are violent.
* The imagery involves sexual acts and any pupil in the imagery is under 13
* You have reason to believe a pupil or other young person is at immediate risk of harm owing to the sharing of the imagery, for example, the pupil is presenting as suicidal or self-harming

Schools should make their policy about mobile phones known to all staff, pupils and parents, and they should outline any sanctions that will be imposed for breaking the rules.

When assessing risks in individual cases designated safeguarding leads should consider:

* Why was the imagery shared?
* Was the young person coerced or put under pressure to produce the imagery?
* Who has shared the imagery?
* Where has the imagery been shared?
* Was it shared and received with the knowledge of the pupil in the imagery?
* Are there any adults involved in the sharing of imagery?
* What is the impact on the pupils involved?
* Do the pupils involved have additional vulnerabilities?
* Does the pupil understand consent?
* Has the pupil taken part in this kind of activity before?

Adults should **not** view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what designated safeguarding leads have been told about the content of the imagery.  Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.  If a decision were made to view imagery, the designated safeguarding lead would need to be satisfied that viewing:

* Is the only way to make a decision about whether to involve other agencies (i.e.  it is not possible to establish the facts from the young people involved)
* Is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
* Is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school or college device or network

Teachers have the power to discipline pupils for misbehaviour and this includes the power to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so. The school’s behaviour policy should set out their approach to confiscation, including the length of time a confiscated item may be retained and to whom it should be returned.  The Government has produced advice for schools on searching, screening and confiscation, which is available [here](https://www.gov.uk/government/publications/searching-screening-and-confiscation) and applies to schools in England

Whilst the Government has set out the legal framework within which schools can confiscate and retain pupil’s property as a disciplinary penalty, schools are free to develop specific policies according to their own particular circumstances. The law does not set out when to return the item, or who to return the item to as these are issues for the school to decide in the individual situation. Schools are, however, required to act reasonably.

Teachers can search pupils without their consent for a mobile phone if they reasonably suspect the phone has been or is likely to be used to commit an offence or cause personal injury or if mobile phones are banned by the school rules.

The Education Act 2011 provides that when an electronic device, such as a mobile phone, has been seized, a teacher can examine data or files, and delete these, where there is good reason to do so.

In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

It is recommended that in most cases young people be asked to delete imagery and to confirm that they have deleted the imagery. Young people should be given a deadline for deletion across all devices, online storage or social media sites.

Young people should be reminded that possession of youth produced sexual imagery is illegal. They should be informed that if they refuse or it is later discovered they did not delete the image they are committing a criminal offence and the police might become involved.  Whilst the image(s) may have been deleted from the device(s) in question, the image may be retained elsewhere on the wider World Wide Web and/or back-up systems.

All of these decisions need to be recorded; including times, dates and reasons for decisions made and logged in the safeguarding records. Parents and carers should also be informed unless this presents a further risk to the young person.

Pupils’ rights to privacy in respect of the content of their mobile phones must be balanced against the harm caused by inappropriate images and mobile phone messages that are used to bully and harass both pupils and teachers.

Consideration must be taken to the impact on potential criminal investigations if a decision is made to delete data or files.

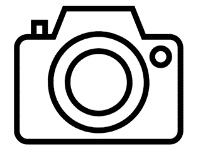
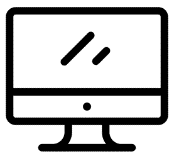
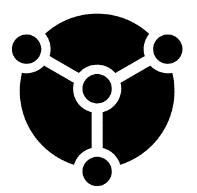
Where images have been shared online, schools can contact the Internet Watch Foundation (IWF) by clicking [here](https://www.iwf.org.uk/).

The IWF remit is to remove child sexual abuse content hosted anywhere in the world.  They do this by:

* Identifying, assessing, reporting and removing illegal child sexual abuse imagery
* Providing a world class Hotline for anyone to securely and anonymously report child sexual abuse imagery
* Actively search for child sexual abuse images and videos on the public internet.
* Work with industry partners worldwide to remove images of child sexual abuse and stop them from being spread further
* Share their expertise and play an active role in the UK Safer Internet Centre

A school or college will assess this by considering whether:

If so, how far the images have spread, for example are they on social media?



The images were taken and shared consensually

Whether the images have been distributed further

This will allow schools and colleges to assess within which of the following scenarios their particular case fits. 

# **Abuse Linked to Faith or Belief**

*Abuse linked with belief is where concerns for a child’s welfare has been identified and a belief in witchcraft, spirit or demonic possession, ritual or satanic abuse features, or when practice linked to faith or belief are harmful.*

Globally, beliefs in the spiritual realm and of malevolent forces are common. There is nothing wrong with these beliefs.  What is unacceptable is any abuse that takes place against those who are branded (or labelled) either as a witch or as having being possessed by an evil spirit.

Significant harm (including murder) can occur because of concerted efforts to ‘excise’ or ‘deliver’ evil from a child/young person (or vulnerable adult).  Spotting the signs that this abuse exists can prevent escalation from ‘subtle’ harms that may often go unnoticed by many, to ‘extreme’ situations where there is loss of life.

Witchcraft beliefs are used to blame a person (rather than circumstances) for misfortune that happens in life.

Children believed to be possessed and/or accused of witchcraft have been subjected to serious levels of abuse, which can include:

* **Physical Abuse:** beating, shaking, burning, cutting, stabbing, semi-strangulation, tying up, rubbing chilli peppers or other substances into genitals, eyes or mouth.
* **Emotional/Psychological Abuse**: enforced isolation, threats of abandonment, convincing the child that they are evil or are possessed.
* **Neglect:** failure to provide appropriate medical care, hygiene, nourishment, clothing or warmth; or to ensure sufficient supervision or school attendance
* **Sexual Abuse:** children may be particularly vulnerable to sexual exploitation and may feel powerless or worthless and that they will not be believed.

Escalation of the cruelty and brutality the children/young people endure is often rapid from the point they are accused. It is important to recognise that even the response to a child being labelled is non-violent it could be an unpleasant and frightening experience for children.

Sometimes parents/carers may access websites that provide advice on how to deliver or protect children from evil spirits or witchcraft.

Children are also taken overseas to be ‘cured’, so there is also a flight risk to consider.

It is important to think about other children within the household who are not themselves accused. Case reviews have shown that they are also at risk of being (or have been) harmed, when another child has been accused.

**Children at risk**

Those vulnerable to accusation of witchcraft or spirit possession can be of any age (including unborn children). Children born with physical disability, breech births, even twins may be at risk.

Epilepsy, autism, learning difficulties, behavioural problems and bedwetting could indicate spirit possession or witchcraft in the mind of an abuser. Often a child will be used as a scapegoat and blamed for death, illness, separation, financial difficulty or any misfortune experienced within the household or community. Trafficked children or those in private fostering arrangements often can be more vulnerable to accusations.

Families and guardians sometimes make their own ‘diagnosis’ and devise their own methods of deliverance, but a faith leader, usually for a substantial fee, often confirms suspicions of witchcraft or spirit possession. Exorcism or deliverance can be a violent process, which can involve isolating, beating, burning and starving the ‘accused’.

**Identifying children at risk**

It is important to remember every child is different. Some children will display a combination of indicators of abuse, whilst others will attempt to conceal them.

Indicators include:

**Things for professionals to consider**

Abuse linked to a belief in spirit possession or witchcraft can be hard for professionals to accept, difficult to understand and it can take time to recognise.

The NSPCC have a dedicated helpline for FGM and Child Abuse Linked to Faith of Belief.  Professionals can contact the helpline if they are concerned a child is at risk of abuse linked to faith or belief. The helpline is free and anonymous.  It is a 24/7 service:  Phone:  0800 028 3550 or by email: fgmhelp@nspcc.org.uk

It is important to consider the following:

* Provide opportunities for children/young people to discuss issues of faith and belief
* Provide opportunities for parents to discuss their faith or belief
* Ensure organisations renting your premises are fully vetted and they have safeguarding policies in place
* Safeguarding training for staff includes child abuse linked to faith or belief
* Build relationships with places of worship in your local area
* Children in these cases are at risk of being taken overseas, so respond quickly to concerns
* These cases require a multi-agency response, so work in partnership with others and follow safeguarding guidelines
* Access resources for schools on the National FGM Centre's website

# **Honour Based Abuse**

*‘Honour based abuse’ (HBA) is an incident or crime involving violence, threats of violence, intimidation, coercion or abuse (including psychological, physical, sexual, financial or emotional abuse), which has or may have been committed to protect or defend the honour of an individual, family and or community for alleged or perceived breaches of the family and / or community’s code of behaviour.*

*(National Police Chiefs Council definition)*

Honour based abuse is often a child protection issue. Perpetrators of HBA can murder or abuse their closest relatives and/or others for what might seem to those outside of their family or community a trivial transgression.

Evidence shows that these types of murders often involve considerable planning and are sometimes made to look like a suicide or an accident. A decision to kill may be preceded by a family council. There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.  There is no honour in murder.

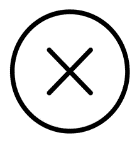
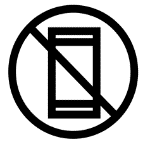
Males can also be victims of Honour Based Abuse. This might be as a consequence of their involvement in relationships that are deemed as inappropriate, if they are Lesbian, Gay, Bisexual, Transgender or other member of the LGBTQ+ community, *or if they are believed to be supporting the victim.*

Relatives (including females) may conspire, aid, abet or participate in the killing. Younger relatives may be selected to undertake the killing in order to avoid senior family members being arrested.  Family members may go to extreme lengths to trace and seek the return of family members who have breached their honour code.  Once returned they are then at risk of ongoing harm, abuse and possible death. Just the perception or rumour of immoral behaviour may be sufficient to harm or kill. Such incidents may include:

**Signs that a child is being subjected to HBA:**

Signs of physical abuse.

Plans to travel abroad for considerable lengths of time



Sudden absence from school (children are withdrawn as punishment or in order that injuries are concealed).

Withdrawal of access to mobile phone/internet.

Not being allowed out unchaperoned.

Changes in behaviour e.g. child becoming withdrawn.

*Intentionally left blank*

# **Female Genital Mutilation (FGM)**

*Female Genital Mutilation (FGM) comprises all procedures involving the partial or total removal of the external female genitalia or any other injury to the female genital organs for non-medical reasons. FGM has been categorised into four types, ranging from a symbolic prick to the clitoris to the extensive removal and narrowing of the vaginal opening.*

*(World Health Organisation)*

FGM is considered “significant harm” and child abuse in the UK.  It is also a human rights violation.

The Female Genital Mutilation Act 2003 makes it illegal to:

* Practice FGM in the UK
* To take girls who are British nationals or habitual residents of the UK abroad for FGM (irrespective of whether it is lawful in that country or not)
* To aid, abet, counsel or procure the carrying out of FGM abroad

**These offences can result in prison sentences of up to 14 years.**

There is no religious basis for FGM.  FGM is prevalent in over 28 African countries, as well as parts of the Middle East and Asia.  Due to migration, it is now a global issue and is taking place in the UK, US, Australia and other countries.

You can find out more about the countries where FGM is taking place by utilising the National FGM Centre interactive FGM [map](http://nationalfgmcentre.org.uk/world-fgm-prevalence-map/) or by visiting:

<http://nationalfgmcentre.org.uk/world-fgm-prevalence-map/>

According to the 28 Too Many campaign, debates continue internationally about the most appropriate terminology to use to refer to procedures for altering the external female genitalia for non-medical reasons.

Essentially, FGM is known by different names in different communities. The terms used can also point towards the communicator’s attitude towards the practice. Most practising communities do not see this as mutilation and therefore do not always use the term ‘FGM’.

There are numerous other national and local terms (and associated definitions) for the practice across Africa and beyond, including the word *sunna* (referring to all types except infibulation) in countries such as Somalia and Sudan and local variations such as *angurya* (the scraping of tissue surrounding the opening of the vagina) and *gishiri* (cutting of the vagina) in Nigeria.

Sensitivity to language is an essential element of building trust with people in order to understand their perspectives and initiate change.  When speaking to affected communities best practice in relation to terminology appears to be the more neutral, the better.

Terminology for referring to FGM varies between communities, terms could include:

Female circumcision

Sunna

Cutting

Initiation

Bondo

For locally specific terminology visit:

<http://nationalfgmcentre.org.uk/wp-content/uploads/2018/02/FGM-Terminology-for-Website.pdf>

**Signs that a girl is at risk of FGM**

* A female elder from a practising country is visiting the UK and is present in the family home
* A girl is going on an extended holiday to a practising country or will be continuing her education in a country of origin
* A girl may confide that she is going to have a ‘special procedure’ ‘operation’ or small injection
* A girl may confide that she is going to have a ‘celebration’ or attend a special occasion
* A girl may confide that she is going to ‘become a woman’
* Correcting perceived ‘westernised’ or ‘bad behaviour’
* Parents seeking to withdraw a child from learning about FGM
* A girl comes from a community where FGM is practised.

***For country specific profiles the ‘28 Too Many’ website is particularly useful and can be viewed*** [***here.***](https://www.28toomany.org/)

**Indicators that a girl has undergone FGM**

* A girl has difficulty walking, sitting or standing and may appear to be uncomfortable
* A girl spends longer than normal in the toilet due to difficulties menstruating/urinating
* A girl has frequent urinary, menstrual or abdominal problems
* There may be frequent absences from school or college
* Withdrawal or depression or significant behavioural change
* A reluctance to undergo medical examinations
* A girl may talk about pain or discomfort between her legs
* A girl may not partake in physical exercise
* The girl may be removed early, before the end of term, prior to a holiday or return late, after the start of a new term
* Unable to wear tights or trousers due to delayed healing
* Broken bones or bruises received from being held down and restrained during the procedure.

For further information on FGM, professionals should complete an online FGM e-learning package that can be found on the Home Office website and is available here: <https://www.fgmelearning.co.uk/>

If you are worried a child is at risk of or has been subjected to FGM, you can call the NSPCC dedicated FGM helpline on [0800 028 3550](about:blank) or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk). This is a free and anonymous.

**FGM and next steps for schools and colleges**

Identifying girls who have been subjected to FGM allows medical interventions to be offered.  There are numerous health risks associated with FGM including; blood loss, infection, urine retention, fistula, severe pain and infertility.  Siblings of those subject to FGM will also be at risk and appropriate safeguarding action will need to be considered for them.

Discussing FGM can be challenging, as it is a hugely sensitive issue.  However, it is vital that professionals are professionally curious and discuss it openly with both children and adults.

**Mandatory reporting**

Mandatory reporting of FGM was introduced on 31st October 2015.  All regulated professionals are now required to report either **known** cases of FGM or **disclosed** cases of FGM to girls **under 18**, direct to Police via the 101 telephone reporting system.

For schools and colleges in England, this **duty** applies to qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions.

Known cases of FGM are those that have been ‘visibly identified’ by a regulated professional and as such will almost exclusively relate to health care professionals.

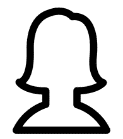
Disclosed cases are far more likely to apply to education professionals.

If a girl under 18 discloses directly to a regulated professional that she has **had** FGM a report needs to be made to 101 (as soon as possible, within 48 hours) and you will need to include the following information:



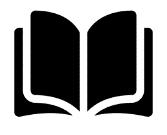
**Professional’s**

Name, Role & Contact Details



**Girl’s**

Name, Date of Birth, & Home Address



**Organisation’s**

Name, Address & Designated Safeguarding Lead

The duty to report is a **personal duty**; it cannot be transferred to anyone else.

Mandatory reporting does **not** apply if a child is ‘at risk’ of being subject to FGM, or the information relating to a child being subject to FGM has not come directly from her in the form of a direct disclosure.  In these circumstances, normal safeguarding procedures and existing pathways would apply.

**If there is an immediate risk of FGM to a child, or other children within the home, then an urgent 999 response should be initiated.**

* For more information on the Mandatory Reporting Duty [click here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf).
* The National Education Union provides advice to its members of mandatory reporting of FGM, which can be accessed here: <https://neu.org.uk/advice/fgm-mandatory-reporting>

**Female Genital Mutilation Protection Order (FGMPO)**

FGM Protection Orders protect girls under 18 years but also vulnerable female adults over 18 years.

Examples of the types of orders the court might make are:

* To protect a victim or potential victim of FGM from being taken abroad
* To order the surrender of passports or any other travel documents, including the passport/travel documentation of the girl to be protected
* To prohibit specified persons from entering into any arrangements in the UK or abroad for FGM to be performed on the person to be protected
* To include terms in the order which relate to the conduct of the respondent(s) both inside and outside of England and Wales

FGMPOs are issued by a small number of family courts due to the specialist nature of the cases.  296 FGMPOs have been obtained in England between October 2015 and September 2018.

Breach of an order is a criminal offence, and the respondent may be arrested if the police believe there is reasonable cause to suspect there is a breach of the order. The offence of breach of an FGM Protection Order is subject to a maximum penalty of 5 years imprisonment.

The following can apply for an order:

* the person who has had or is at risk of FGM;
* a local authority; or
* Any other person with the permission of the court (for example, the police, a teacher, a charity or a family member).

**For more information on obtaining an order, click** [**here**](https://www.gov.uk/female-genital-mutilation-protection-order)**.**

**Failure to protect a girl from FGM:**

The offence of failing to protect a girl from FGM was introduced in October 2015 and is committed against a girl **under the age of 16**.  This offence caters for situations where those with responsibility for the girl leave her with family members who then subject her to FGM.  The onus is on defendants to demonstrate that there was not a significant risk of FGM, or that they had taken reasonable steps to prevent it happening.

This legislation provides additional support to girls at risk of FGM, particularly when they travel abroad. This offence can result in prison sentences of up to 7 years.

# **Forced Marriage**

*This is defined as ‘a marriage conducted without the valid consent of both parties, and where duress or abuse is a factor.’*

There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage.  The choice whether or not to accept the arrangement remains with the spouses.

In forced marriage, one or both spouses do not (or in the case of some adults with severe learning disabilities) cannot consent to the marriage and duress is involved.

Duress can include physical violence, psychological pressure (for instance made to feel as if they are bringing shame on their family), sexual violence, plus financial and emotional pressure.

In some cases, children and young people may be taken abroad without knowing they are to be married. When they arrive in that country, their passport(s) and /or travel documents may be taken from them to prevent their return to the UK.

**Signs that an individual may be facing Forced Marriage**

* Absence or persistent absence from school or college
* Request for extended leave of absence and/or failure to return from travel to country of origin
* Fear about forthcoming school/college holidays
* Surveillance by siblings or cousins in, and/or outside of, school or college
* Decline in behaviour, performance, or punctuality
* Being withdrawn from school by those with parental responsibility
* Removal from a day centre of a person with a physical or learning difficulty
* Prevented from going to further/higher education
* Sudden announcement of engagement to a stranger
* Fear of going home

**Family history that could suggest increased risk of forced marriage**

* Siblings forced to marry
* Early marriage of siblings
* Self-harm or suicide of siblings
* Death of a parent
* Family disputes
* Running away from home
* Unreasonable restrictions: i.e.  kept at home by parents (house arrest) & financial restrictions

**Some reasons why forced marriage happen**

* Parents belief that religion or culture is being preserved
* Pressure from peers or family members to carry on perceived cultural traditions
* Protecting ‘family honour’ or ‘izzat’ (izzat is a universal cultural term roughly translated as ‘honour’)
* Preventing unwanted relationships outside the ethnicity, culture, religion or caste
* Belief that it will strengthen family links
* Financial gain (land, property, wealth remains within a family )
* Control unwanted behaviour or sexuality ( e.g. promiscuity, being lesbian, gay, bisexual and/or transgender (LGBTQ+), alcohol abuse, drug abuse, wearing make-up and westernised behaviour)
* Settling family disputes (e.g. pay off accumulated debts or compensating for the actions of other family members)
* Assisting claims for country residence
* Obtaining a long term carer for a person with a disability and assistance for aging parents
* Believing the marriage will somehow ’cure’ a disability or ‘possession’

**Forced marriage and next steps for schools and colleges**

A referral to the designated safeguarding lead will activate local safeguarding procedures.  Advise the child not to travel overseas and suggest that if they fear being forced to travel by plane, guidance from forced marriage charities recommends the individual contacts the Forced Marriage Unit (FMU).

It is important to reassure victims about confidentiality where appropriate (i.e. practitioners will not inform their family of the disclosure), as the risks maybe imminent and serious, early involvement of police may be appropriate so this matter is responded to as an emergency.

Do **not** attempt to mediate or encourage mediation, reconciliation, arbitration with family members as this could put the child at risk.

The [Forced Marriage Unit](https://www.gov.uk/guidance/forced-marriage) (FMU) is a joint Foreign and Commonwealth Office and Home Office unit, which leads on the government’s forced marriage policy, outreach and casework. It operates both inside the UK (where support is provided to any individual) and overseas (where consular assistance is provided to British nationals, including dual nationals).

Multi-agency guidelines on handling force marriage cases have been developed by the FMU and can be accessed [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf).

The FMU operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases. The assistance provided ranges from safety advice, through to helping a forced marriage victim prevent their unwanted spouse moving to the UK (‘reluctant sponsor’ cases). In extreme circumstances, the FMU will assist with rescues of victims held against their will overseas.

The FMU can be contacted via telephone: 0207 008 0151 / (+44) (0) 207 008 1500 Global Response Centre (out of hours) or via email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

The FMU advise that the following information be obtained where possible:

|  |  |
| --- | --- |
| * Name and date of birth as shown on passport * Passport number (with date and place of issue) * Overseas contact details and address of where they will be staying * Address and telephone number (including mobile) in the UK * A recent photograph | * Contact details of a trusted third party in the UK * Parents’ names and address * Departure and expected return date (copies of tickets if possible) * Names of those they are travelling with * Names of any family members remaining in the UK * Any other useful information |

This will allow authorities to take action and/or place an ‘all ports alert’ where appropriate.

If the victim has already been taken abroad, give as many details as you can, for example:

* where the person has gone
* when they were due back
* when you last heard from them
* any other useful information (including hearsay)

The FMU will contact the relevant embassy and if they are a British national, the embassy will try to contact the person and help them get back to the UK if that is what they want.

The FMU have developed a free forced marriage e-learning package that can be accessed [here](https://www.virtual-college.co.uk/resources/free-courses/awareness-of-forced-marriage).

This course is aimed at all professionals who have a responsibility to safeguard vulnerable children, young people and adults at risk and is aimed specifically at child protection services, health professionals, education professionals, police officers, children’s social care, adult social care and housing authorities.

The learning objectives are to:

* Recognise the warning signs of forced marriage
* Take the right actions to help protect the potential victim
* Co-operate effectively with other agencies

**Forced Marriage Legislation:**

The legislation relating to forced marriage is wide ranging in scope.   It deals with three main scenarios:

* An individual who fears they may be forced to marry in the UK or overseas
* An individual who has already been forced to marry in the UK or overseas
* A spouse who has come to the UK as a result of a forced marriage

The main elements of the legislation are that:

* It criminalises the act of forcing someone to marry against their will
* It criminalises the act of the luring of a person to a territory or state for the purpose of forcing them to enter into marriage without consent
* It criminalises the act of using deception with the intention of causing a person to leave the UK with the intention of forcing that person to marry
* If a person lacks the capacity to consent, the offence is also capable of being committed by any conduct carried out for the purpose of causing the victim to marry, whether or not it amounts to violence, threats or any other form of coercion
* It criminalises the breach of a Forced Marriage Protection Order

**Forced Marriage Protection Orders (FMPO)**

A Forced Marriage Protection Order (FMPO) is made for the purposes of protecting

* Someone who has been forced into marriage
* Someone who is facing being forced into marriage

FMPO are heard by the family courts - initially the High Court and a specified number of county courts.  Breach of a FMPO is a criminal offence with a maximum penalty of five years imprisonment and/or an unlimited fine.

The order can include prohibitions, restrictions or requirements to protect a victim from a spouse, family member or anyone involved. Involvement can include aiding, abetting, counselling, procuring, encouraging, or assisting another person to force or attempt to force a person to marry.

Examples of the terms the court might include:

* Surrender of passport or travel documents
* Prevent the victim from being taken abroad
* Stop the forced marriage taking place
* No contact with the victim
* Forbidding harassment, force or threat of force
* Presenting the victim to an Embassy (if already abroad)

You can apply for a forced marriage protection order yourself or if you are one of the following:

* relative or friend
* voluntary worker or someone else official who’s been asked for help
* any other person with the permission of the court

Anyone can apply for a court order - even a child under 18.  Children do not have to have someone to help them if:

* the court agrees
* they have a legal representative

For more information on FMPO’s click [here](https://www.gov.uk/apply-forced-marriage-protection-order).

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**Breast ironing (also known as Breast Flattening)**

*Breast Ironing (also known as breast flattening), is the process during which young pubescent girls’ breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely.*

In some cases large stones, a hammer or spatula that have been heated over scorching coals can be used to compress the breast tissue. Other methods include the use of an elastic belt or binder to press the breasts to prevent them from growing.

Breast ironing usually starts with the first signs of puberty, which can be as young as nine years old and is usually carried out by female relatives.

Breast ironing has been documented primarily in Cameroon but is also practised in Benin, Chad, Ivory Coast, Guinea-Bissau, Togo, Kenya, Zimbabwe and South Africa.  According to United Nations (UN) figures, Breast Ironing affects 3.8 million women worldwide.

**Warning signs that a girl could be at risk of breast ironing or breast flattening:**

* A girl is embarrassed about her body
* A girl is born to a woman who has undergone breast flattening
* A girl has an older sibling or cousin who has undergone breast flattening
* If there are references to breast flattening in conversation, for example a girl may tell other children about it
* A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
* A girl from an affected community is withdrawn from Relationship and Sex Education (RSE) and/or Personal, Social, Health and Economic Education as her parents wish to keep her uninformed about her rights
* One or both parents or elder family members consider breast flattening integral to their cultural identity
* The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening
* A girl/family has limited level of integration within UK community

**Warning signs that a girl is undergoing breast ironing or flattening:**

* A girl may disclose to a teacher, social worker, GP or another medical professional
* Some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
* A girl may display reluctance to undergo medical examination
* A girl may be fearful of changing for physical activities due to scars showing or bandages being visible

**Health consequences of breast ironing / breast flattening:**

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issue may occur, such as:

* Abscesses
* Cysts
* Itching
* Tissue damage
* Infection
* Discharge of milk
* Dissymmetry of the breasts
* Severe fever
* Even the complete disappearance of one or both breasts.

There is likely to be an impact on the child’s social and psychological well-being.

Although there is no specific law within the UK around breast flattening or breast ironing, it is a form of physical abuse and if professionals are concerned a child may be at risk of, or suffering significant harm, they must refer to their local safeguarding procedure.

For more information on breast ironing / breast flattening, visit National FGM Centre website by clicking [here](http://nationalfgmcentre.org.uk/breast-flattening/)

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# **Actions Police Take When Investigating Harmful Practices Involving Children**

The welfare of the child is paramount. A risk assessment will be carried out to ascertain what safeguarding measures, if any, need to be implemented and appropriate interventions considered.  These could include taking a young person into police protection, voluntary accommodation elsewhere or children services applying for an Emergency Protection Order.

The allegation will be recorded and a joint strategy agreed between police and children services for the investigation of the offence and the safeguarding of the child. A health professional may also attend the meeting, as required, and will contribute to the investigation.  A strategy meeting may be held either as soon as is practicable, or in any case within 48 hours, to discuss the implications for the child and the coordination of the criminal investigation.

There is a risk that the fear of prosecution will prevent those concerned from seeking help resulting in possible health complications, thus police action will be in partnership with other agencies and communities.  This should also be used an as an opportunity to assess the need for support services such as counselling and medical help as appropriate.

An Achieving Best Evidence (ABE) interview may take place with the agreement of the child.  This is a digitally recorded interview of the child that enables them to give their best evidence in criminal proceedings.

Corroborative evidence will be sought through a medical examination conducted by a qualified paediatrician/doctor.  Consideration is to be given as to a specialist FGM nurse being present during any such examination.

Where a child refuses to be interviewed or undergo medical examination, assistance is to be sought from an intermediary or community organisation.

Consultation with the Crown Prosecution Service (CPS) takes place as early as possible.  Experience shows from previous FGM/HBA cases that delays in commencing the investigation and review stage can be damaging to the victim/survivor and increases the risk of them being pressurised by family and their community.  As such, early consultation between police and CPS (alongside our other statutory child protection partners) is key in bringing cases to the criminal courts swiftly.

**A whole-school approach to exploitation**

The Office of the Children’s Commissioner report “If Only Someone Had Listened” (November 2013) recommends that all academic institutions should adopt a “whole-school approach” to tackling child exploitation, with head teacher and governors providing strong leadership and giving a clear commitment about how the school will prevent and respond to the possible exploitation of its pupils.

School safeguarding policies should include clear information on child exploitation and the approach the school takes in responding to this problem. In this context “whole-school” includes governors, all teaching and pastoral staff, pupils, parents and the local community.

All staff within schools should maintain the attitude of *‘it could be happening here’* as advised in Keeping Children Safe in Education (KCSIE). There should be no assumption that another colleague or professional will take action and share information that might be critical in keeping children safe.

Schools should work with their Local Safeguarding Children’s Partnership, their local authority and specialist child exploitation teams to help address any gaps in knowledge and to identify useful teaching strategies and resources. It is crucial that:

* all school staff receive training about what child exploitation is, what the warning signs are and how to report it;
* there is a clear policy within the school on how concerns about child exploitation can be reported.
* any lessons in which child exploitation is discussed should focus on online safety as well as healthy relationships, with a particular focus on young people’s awareness and understanding of consent in a relationship.

**Educating children and young people**

Although there is not, yet any proven blueprint for the most effective means of communicating messages around child exploitation to children and young people, the evidence base highlights some important principles:

**The need for early and continuous education:** We are increasingly learning about cases of child exploitation that involve younger children, particularly in the online sphere. If we do not educate children and young people about the risk of child exploitation (and other forms of abuse) before perpetrators approach them, we leave them unprotected. Education should start at primary school level and expand in line with increasing age and developmental understanding. It should be accompanied by wider resilience-building work that enhances protective capacity within and around the child or young person.

**Use all potential avenues of communication:** Schools, colleges and other educational settings have a critical role to play. Personal, social, health and economic (PSHE) lessons are an obvious route for educating children and young people about the risks of child exploitation and other forms of harm, as are pastoral services and school nurse services. Consideration should also be given to how messages can be delivered outside mainstream education; for example, in youth clubs, community settings or the family home.

**Adopt a holistic approach**: Risk of child exploitation should be addressed as part of a wider programme of work on sexuality and sexual development, choice and consent, healthy relationships, harmful social norms, abusive behaviours and online safety. This should build on existing initiatives (around online safety, for example) and ensure messages dovetail across these different programmes of work. Educative work should engage young people of all gender identities and should address both risk of perpetration and risk of victimisation (and the potential for overlap).

**Contextual considerations:** Messages around child exploitation should be delivered within a safe non-judgemental environment, by credible individuals who are confident discussing the issues and able to gently challenge unhelpful perceptions. They should be relevant and accessible to all children and young people, irrespective of gender, cognitive functioning or sexuality, for example. Where specific vulnerabilities are identified (going missing, gang-association or drug/alcohol misuse etc.), more targeted educative work should be undertaken, while taking care to avoid stigmatisation or labelling. Accessible and appropriate support should be immediately available should any issues of concern be identified during education activity

**Promotion of healthy relationships through the curriculum**

Educational institutions play an important role in helping children and young people gain an understanding of acceptable and unacceptable relationships and sexual behaviour and to gain a sense of self-worth and respect for others.

The PSHE curriculum, including Relationship (and Sex) Education provides a vehicle for this important learning which can help prevent children and young people becoming involved in sexual exploitation.

By enabling children and young people to explore what makes a safe and healthy relationship, schools can help to develop the awareness and skills to recognise and manage potential risks of harm, stay safe and seek help if they need it. It is important that this message is repeated throughout a child’s time at school to support prevention through the promotion of safe practices. Both primary and secondary schools have a vital role to play in this preventive education and awareness raising.

Ensure that the topic of healthy relationships is covered in PSHE in every year group, particularly focusing on the subjects of consent, abuse and power in relationships.

Ensure that there are sufficient age-appropriate resources to support this work in the classroom that provides regular and progressive content around the following topics.

|  |  |
| --- | --- |
| * Relationship and Sex  Education * Health Education * Drug and Alcohol Education * CSE 'stranger danger' or like thereof - for example Clever Never Goes * Personal Safety * Online Safety and spotting signs of grooming * Self-esteem and self-awareness | * Citizenship and British values * SMSC (social, moral, spiritual, cultural) education * Risk assessing * Coping Strategies * Concept of Safety * Emotional literacy * Emotional Wellbeing and Mental Health * Risk of radicalisation |

# **Communication and engagement with parent/carer**

Sharing concerns with parents may seem daunting but schools are often the first agency to notice that a child or young person may be at risk. School staff can be a source of support for parents/carers who have concerns about their child’s behaviour, appearance or friends who are not part of the school community. Schools can listen to parents/carers’ concerns and work with them to access appropriate agencies for further help.

Parents and carers have a critical role to play in helping to protect children and young people from child sexual and criminal exploitation. They can educate their children about sex, healthy relationships and abuse, enhance resilience, provide a safe base and ensure open channels of communication. They are also well placed to support early identification by identifying emerging vulnerabilities or potential indicators of abuse and exploitation and seeking support before risks escalate. In order to support them, we need to ensure that parents/carers:

* Understand the risks of both online and offline child exploitation and recognise this as something that could affect their child.
* Know the potential indicators of child exploitation.
* Know where and how to access support.
* Are reassured that services will, as appropriate, work in partnership with them to try to protect their child.
* Have support that is tailored to their specific circumstances and needs; for example, support that recognises their culture or faith, and helps them to overcome any barriers such as language.
* Have support to manage the emotional impact of child exploitation on their child, themselves and on family relationships.

Children’s Social Care (CSC) & early help services work with children and their families based on consent. At the point of referral, those with parental responsibility should be informed of the referral by the referrer and ask for consent to information sharing; leading to the potential for a single assessment led by CSC. Parents’ agreement to any social work intervention or to services for their child is necessary. This also includes sharing information. Young people of an age or understanding and competence should have consent sought when commencing a process of assessment – this relates to values underpinning positive regard, advocacy and promoting the rights and welfare of children and young people.

**How to talk to parents**

Before you have this conversation, check:

* Will a discussion with a parent or carer place the child at an immediate risk of significant harm?
* What should the outcomes be from this meeting?
* Who will attend?

The first thing they will want to know is why they are there. Start the conversation with your concerns about the welfare and emotional wellbeing of their child. Remember, any parent/carer will feel particularly distressed that their child had been suffering from abuse for some time before it was discovered or disclosed. Do not attack or be judgemental.

**Discuss possible signs of concern**: be clear and specific, give examples from what you have observed in their child's behaviour such as:

* a drop in their attainment
* their punctuality is poor
* their attendance has deteriorated
* their appearance has deteriorated, etc.

**Find out what the parents are aware of -** Some parents may be suspicious of what is happening but not sure what to do, others may not recognise the situation as a dangerous problem and others may be completely in the dark. Are they (the child or young person) complying with the family’s expectations and rules?

* Are there firm boundaries at home with time keeping and general parenting?
* Are they contactable at all times?
* Who are they associating with? Have you met their friends/associates’ parents and do you know where they live?
* Have new friends bought them new objects (mobile devices, credit for phone, jewellery, substances)?
* Are they spending less time at home and more with friends, especially staying out overnight?

**Controlling the situation -** The very words ‘child exploitation’ are likely to cause fear, panic, guilt and defensiveness in parents and carers. Face to face, conversations are most effective as you can capture their facial expressions and body language. It also shows the school takes the matter seriously and wants to work with the parents and carers to put an end to it, not against them.

**Clear explanations -** When it comes to suggesting that you think their child is being exploited, be firm and professional and choose your words carefully. Make sure you clearly explain:

* what exploitation is
* how all children can be vulnerable as targets
* the process of grooming and how their child may refuse to see what is happening to them as wrong
* show how the signs that you have already talked them through point towards CSE and/or CCE, this will make your reason for concern much more justified and difficult to disprove
* consider providing parent workshops regarding safety to raise awareness.

**Essential information**

* Suggest referring the case to Multi Agency Safeguarding Hub (MASH) and give them contact details – make it clear here that there is additional support of multi-agency working i.e. police, school and health
* If the parents want to talk to their child about the situation, advise that this must be done with absolute care. Often the child will not realise what is happening or will be scared and likely to lash out or reject help if they feel pressured.

# **Collaborative working and information sharing**

Children and young people are best supported and kept safe when professionals and agencies:

* Share information routinely, accurately, with consent wherever possible and in accordance with local protocols.
* Share intelligence about individual cases and wider patterns of risk.
* Share skills and expertise and actively learn together.
* Collaborate to ensure assessments reflect the child/young person’s needs, vulnerabilities and strengths.
* Form a ‘team around the child’ to ensure support is well co-ordinated and holistic.
* Manage the number of different professionals that a child/young person and their family have to engage with.

All professionals should ensure that they are familiar with local information sharing protocols and consult with their manager and/or agency safeguarding leads where there are concerns about a child’s safety. ‘Information sharing: advice for practitioners providing safeguarding services’ provides more information for frontline professionals making decisions about sharing personal information; this includes the seven golden rules for sharing information effectively.

It will further encourage adult participation especially parents, teachers, carers, communities and policy makers who have the responsibility to ensure that these rights are adhered.

## **Op Encompass and Op Endeavour**

Op Endeavour and Op Encompass were introduced to increase the partnership working and sharing of information between police and the schools and colleges that children and young people attend. It helps schools provide ongoing support if a child or young person is experiencing a time of vulnerability.

**Op Encompass**

**What is it?**

Operation Encompass is a police and education early intervention safeguarding partnership, which supports children and young people exposed to domestic abuse. The objective is for schools to be notified in a timely manner where children have witnessed or are present at an address where a domestic incident has taken place.

**How does it work?**

A dedicated member of the school staff, known as a Key Adult, who is appropriately trained to manage this information e.g. Designated Safeguarding Lead (DSL), receives the information shared by Police MASH [via secure email and password-protected document]. This document will include relevant risk information affecting the child or young person, although not all information obtained by the police will be included due to the sensitive nature of the incident.

**Who does it apply to?**

Operation Encompass within Hampshire and the IOW currently incorporates local authority and academy schools for Primary and Secondary age groups and some colleges.  This is to ensure that the age range is covered for the children involved, i.e. 4-16.

**Op Endeavour**

**What is it?**

Operation Endeavour is a joint operation between Children’s Services and Hampshire Constabulary to safeguard children and young people at risk of harm from going missing.

**How does it work?**

In the same way as Op Encompass – a dedicated member of the school staff, known as a Key Adult, who is appropriately trained to manage this information e.g. (DSL), receives the information shared by Police MASH [via secure email and password-protected document]. This document will include relevant risk information affecting the child or young person, although not all information obtained by the police will be included due to the sensitive nature of the incident.

**Who does it apply to?**

Op Endeavour is an extension of Operation Encompass incorporating the same age group I.e. 4-16

# **Appendix 1 – Useful Information**

*\*\*Links are up to date and relevant as of May 2022\*\**

|  |
| --- |
| **Government Policies** |
| **Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children – July 2018 (updated 2019)** |
| [*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/779401/Working\_Together\_to\_Safeguard-Children.pdf*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf) |
| **Keeping Children Safe In Education (KCSIE) September 2022** |
| [Keeping children safe in education 2022 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf) |
| **HM Government: What to do if you’re worried a child is being abused – advice for practioners – March 2015** |
| [*www.gov.uk/government/uploads/system/uploads/attachment\_data/file/419604/What\_to\_do\_if\_you\_re\_worried\_a\_child\_is\_being\_abused.pdf*](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf) |
| **Relationships Education, Relationships and Sex Education (RSE) and Health Education, (HM Government, February 2019)** |
| [*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/781150/Draft\_guidance\_Relationships\_Education\_\_Relationships\_and\_Sex\_Education\_\_RSE\_\_and\_Health\_Education2.pdf*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf) |
| **Child Criminal/Sexual Exploitation** |
| **Home Office Guidance on Child Criminal Exploitation** |
| [https://www.gov.uk/government/publications/criminal-exploitation-of-Children and Young People-and-vulnerable-adults-county-lines](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)  This guidance outlines what county lines (and associated criminal exploitation) is, signs to look for in potential victims, and what to do about it. It does not provide information about the entirety of the county lines issue.  The document is a supplement to an organisation’s existing safeguarding policies, to help identify and protect those exploited through this criminal activity. It’s also aimed at:   * local partners in policing * local authorities * the voluntary sector |
| **Department for Children, Schools and Families:  ‘Safeguarding Children and Young People from Sexual Exploitation – Supplementary Guidance to Working Together to Safeguard Children’** |
| [*www.gov.uk/government/uploads/system/uploads/attachment\_data/file/278849/Safeguarding\_Children\_and\_Young\_People\_from\_Sexual\_Exploitation.pdf*](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf) |
| **Children at Risk of CCE - Review** |
| <https://www.gov.uk/government/publications/safeguarding-children-at-risk-from-criminal-exploitation> |
| **Child Exploitation Disruption Toolkit** |
| <https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit> |
| **NSPCC – Child Sexual Exploitation** |
| [*https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/*](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/) |
| **PACE (Parents Against Child Exploitation)** |
| [Parents Against Child Exploitation (Pace) UK (paceuk.info)](https://paceuk.info/) PACE works alongside parents and carers of children who are being, or are at risk of being, sexually exploited by perpetrators external to the family |
| **Consent/Sexting** |
| **Sexting in schools and colleges: Responding to incidents and safeguarding young people – UK Council for Child Internet Safety – 2016** |
| [Overview\_of\_Sexting\_Guidance.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf) |
| **NSPCC – Pantasaurus – Talking Pants – Infant/Primary** |
| [Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/) |
| **Sexting Incidents in Schools – National Education Union** |
| [*https://neu.org.uk/advice/sexting-incidents-school*](https://neu.org.uk/advice/sexting-incidents-school) |
| **Disrespect Nobody Campaign – Educational tools and resources for healthy relationships, covering sexting, relationship abuse, consent, porn, rape and harassment.** |
| [Disrespect NoBody: resources on preventing teenage relationship abuse (pshe-association.org.uk)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing) |
| **Image Sharing/Online Safety** |
| **Searching, screening and confiscation – Advice for head teachers, schools staff and governing bodies – Department of Education, February 2014** |
| [*www.gov.uk/government/publications/searching-screening-and-confiscation*](http://www.gov.uk/government/publications/searching-screening-and-confiscation) |
| **Internet Watch Foundation** |
| [*https://www.iwf.org.uk/*](https://www.iwf.org.uk/) |
| **Child Abuse Image Database** |
| [*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/759328/CAID\_Brochure\_May\_2018\_for\_gov\_uk.pdf*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759328/CAID_Brochure_May_2018_for_gov_uk.pdf) |
| **Think U Know – Resources to help support teaching and learning around online safety** |
| [Thinkuknow: professionals](https://www.thinkuknow.co.uk/professionals/) |
| **Harmful Sexual Behaviour Framework** |
| [*https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework/*](https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework/) |
| **Lurking Trolls Campaign** |
| The Lurking Trolls campaign is designed for 7 to 11 year olds with the aim of building their digital resilience. We don’t want to stop children being online so we hope that this campaign will help children to better understand when they may be at risk, know what to do if something goes wrong, and be able to recover from any difficulties or upsets. This campaign features a cast of grisly trolls characters to bring challenges children may encounter online to life, including:   * Bullying and the impact of our own behaviour towards others * Anxiety and depression * Crime and exploitation * Online impersonation and grooming * Radicalisation * Propaganda and fake news.   The Trolls feature in vibrant children’s books and in their own cartoon series. These can be found on a dedicated website, that also features help, advice and guidance from children and their families. There are also suggested lesson plans and teaching resources available for schools. To find out more visit [lurkingtrolls.com](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Flurkingtrolls.com%2F&data=04%7C01%7Cgraham.thomas%40hampshire.police.uk%7C54be87d5e64e4427b2c008d9a90a3667%7C23de4379957a41a69587165d6c6b4dbd%7C0%7C0%7C637726683589781904%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=OR7daFvrgYNbiILwzrwhl9QucMbzAfcITqI7CFkJH4Q%3D&reserved=0) |
| **FGM/Forced Marriage and HBA** |
| **Home Office Guidance on Honour Violence & Forced Marriage** |
| [Forced marriage - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/forced-marriage) |
| **Our Girl - national prevention and awareness campaign on Forced Marriage** |
| [*http://ourgirl.co.uk/*](http://ourgirl.co.uk/) |
| **Home Office FGM E-Learning Package** |
| [*www.fgmelearning.co.uk/*](http://www.fgmelearning.co.uk/) |
| **Home Office FGM Resource Pack** |
| [Female genital mutilation: resource pack - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack) includes:   * case studies where FGM has been experienced by girls and women in the UK * information on what local authorities and others can do to raise awareness of FGM in their local area * links to support organisations, clinics and helplines which can help people who think they might be at risk |
| **Multiagency statutory guidance on FGM – HM Government 2016** |
| [*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/746560/6-1914-HO-Multi\_Agency\_Statutory\_Guidance\_on\_FGM\_\_-\_MASTER\_V7\_-\_FINAL\_-\_Amended081018.pdf*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/746560/6-1914-HO-Multi_Agency_Statutory_Guidance_on_FGM__-_MASTER_V7_-_FINAL_-_Amended081018.pdf) |
| **Mandatory Reporting of FGM – procedural information – HM Government 2015** |
| [*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/573782/FGM\_Mandatory\_Reporting\_-\_procedural\_information\_nov16\_FINAL.pdf*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf) |
| **28 Too Many (FGM)** |
| [*https://www.28toomany.org/*](https://www.28toomany.org/) |
| **NHS e-network for Health Professionals working on FGM & Health Related Issues** |
| [*https://www.fgmnetwork.org.uk/*](https://www.fgmnetwork.org.uk/) |
| **General Information and Local Services** |
| **Contextual Safeguarding Network – University of Bedfordshire** |
| [*https://www.contextualsafeguarding.org.uk/*](https://www.contextualsafeguarding.org.uk/) |
| **Safe4Me - Produced by Hampshire Constabulary, Safe4Me is home to a wealth of resources for a number of needs, including CSE education.** |
| <https://www.safe4me.co.uk/> |
| **When To Call The Police? *(Guidance produced by the National Police Chief’s Council)*** |
| [2491596 C&YP schools guides.indd (npcc.police.uk)](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf) |
| **Hampshire Local Area Information** |
| **Early Help** is coordinated through ten multi-agency hubs: Eastleigh, Gosport, Test Valley, Basingstoke, Hart and Rushmoor, New Forest, Havant, Winchester, Fareham and East Hants: [Early help services in Hampshire | Children and Families | Hampshire County Council (hants.gov.uk)](https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/early-help)  **Family Support Service** (FSS) is part of early help provision for Hampshire: [Hampshire's Family Support Service | Family Information and Services Hub (hants.gov.uk)](https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=dhU4LxFaYDI) |
| **MASH** Professionals Line: 01329 225379 (for immediate safeguarding concerns) or email: [csprofessional@hants.gov.uk](mailto:csprofessional@hants.gov.uk)  * Call: 0300 555 1384 (8.30- 5pm Mon-Thurs; 8.30- 4.30pm Fri) * Call: 0300 555 1373 (Out of hours) * Professionals Online: Inter Agency Referral Form (IARF) * Web: [www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/childprotection/mash](https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/childprotection/mash) |
| **Referral Thresholds** |
| **IOW Local Area Information** |
| **Early Help Service**  Information for Professionals: [www.iow.gov.uk/Residents/Care-Support-and-Housing/Childrens-Services/Childrens-CAF/Professionals](https://www.iow.gov.uk/Residents/Care-Support-and-Housing/Childrens-Services/Childrens-CAF/Professionals) |
| **MASH**   * Professionals Line: 0300 300 0901 (for immediate safeguarding concerns) or email: [iowcsprofessional@hants.gov.uk](mailto:iowcsprofessional@hants.gov.uk) * Call: 0300 300 0117 (general public 8.30 – 5pm Mon-Thurs, 8.30 – 4.30pm Fri) * Professionals Online: [Inter Agency Referral Form](https://forms.hants.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-7e6115a7-b0ba-484d-991f-084c1248ac72/AF-Stage-52cf8e73-0daf-47d4-bb55-0fdad856d3e6/definition.json&redirectlink=/en&cancelRedirectLink=/en) (IARF) |
| **Referral Thresholds** |
| **Portsmouth Local Area Information** |
| **The Early Help and Prevention Service**(EHPS)  Information for professionals: [www.portsmouth.gov.uk/ext/health-and-care/children-and-families/early-help-and-prevention-service-for-professionals](https://www.portsmouth.gov.uk/ext/health-and-care/children-and-families/early-help-and-prevention-service-for-professionals) |
| **MASH**   * Call: 02392 688793 or 0845 6710271 (office hours) * Call: 0300 5551373 (out of office hours) * Email: [MASH@secure.portsmouthcc.gov.uk](mailto:MASH@secure.portsmouthcc.gov.uk) * Web: [www.portsmouth.gov.uk/ext/health-and-care/children-and-families/keeping-children-safe](https://www.portsmouth.gov.uk/ext/health-and-care/children-and-families/keeping-children-safe) |
| **Referral Thresholds** |
| **Southampton Local Area Information** |
| **Children and Families First (Early Help Service)**   * Early Help: [www.southampton.gov.uk/health-social-care/children/child-social-care/early-help.aspx](https://www.southampton.gov.uk/health-social-care/children/child-social-care/early-help.aspx) * Family Matters: [www.southampton.gov.uk/health-social-care/children/child-social-care/families-matter.aspx](https://www.southampton.gov.uk/health-social-care/children/child-social-care/families-matter.aspx) |
| **Children’s Resource Service** (MASH)   * Call: 023 8083 3336 (general public) * Call: 023 8083 2300 (professionals) * Email: [MASH@southampton.gov.uk](mailto:MASH@southampton.gov.uk) * Online Referral: [www.southampton.gov.uk/health-social-care/children/child-social-care/child-protection.aspx](https://www.southampton.gov.uk/health-social-care/children/child-social-care/child-protection.aspx) * Web: [www.southampton.gov.uk/health-social-care/children/child-social-care/multi-agency-safeguarding-hub.aspx](http://www.southampton.gov.uk/health-social-care/children/child-social-care/multi-agency-safeguarding-hub.aspx) |
| **Referral Thresholds** |

# **Appendix 2 – Considerations for schools and colleges**

To help support the different levels of safeguarding considerations within a school/college, this section has been divided into strategic, management and operational.

|  |
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| **Strategic** |
| What is our biggest safeguarding concern in school and how are we tackling it? |
| What are the local risks that may pose a threat to our children and young people, and what are we doing about these?  How are these communicated within the school? Do staff understand local risks or what the current safeguarding trends are within the school? |
| How do we promote a culture where safeguarding is everybody’s responsibility? |
| How do we know that **all** staff are confident to take the right action if they have concerns that a child may be in immediate danger or at risk of harm? Are checks carried out with admin, cleaning and site/estate teams? |
| Are staff alert to signs of abuse addressed in this guidance and recognise what constitutes harmful practice? |
| Are staff recognising and responding to abuse and reports of abuse? Are there any behaviours from pupils or colleagues, which is potentially unacceptable that are being normalised? Are staff making the DSL aware of potential risks? How do you know this is happening? |
| Are all regulated professionals within our school aware of the mandatory duty they personally hold to report known or disclosed cases of FGM to police? |
| **Management** |
| Are staff aware that if concerns about the safety and welfare of a child are not being dealt with by their manager or designated safeguarding lead that it is **their** responsibility to act?  Do all staff understand the whistleblowing or escalating concerns policy? Are the internal and external contact points for the policy easily accessible to all staff? |
| Are we confident that all staff know how to deal with disclosures appropriately and effectively – and know whom to escalate too? |
| If a serious crime has been committed, who takes the decision to notify police and at what stage? What would support the judgement of what a serious crime is? |
| Are all staff aware of their powers to ‘Search, Screen and Confiscate’? *(This is normally the role of the Head/Principal but can be delegated)* |
| If there is a potential crime scene, are staff aware that they should secure it to ensure evidence is not lost or damaged? How is this communicated to those that need to know, but may be outside of the safeguarding structure i.e. cleaners and site/estates staff. |
| DSLs and their Deputies should ensure they attend relevant training and updates to ensure they are confident in local and national issues and developments. This could be in the form of DSL Conferences provided by Local Authority or online CPD courses. |
| **Operational** |
| Are we confident of when to involve parents and conversely when not to involve parents following a disclosure? |
| If the matter is child on child and involves young people from the same school, are we confident in how we manage these situations? |
| If social media is involved, are we confident in how we deal with the challenges this presents? |
| Do we have strong relationships with our professional partners based on trust and effective communication? |
| Can we assist in any investigation by establishing the facts? (*In order to avoid asking too much detail around an event, the police request that you only adhere to* ***who*** *is involved in the incident  ( i.e. alleged perpetrator ),* ***when*** *it happened,* ***where*** *it happened and a very basic understanding of* ***what*** *happened).* |
| If a child’s behaviour is out of character or gives rise for concern, will staff speak to them to ascertain any safeguarding concerns or underlying issues? |





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*For comments or amendments please contact Hampshire Constabulary Education Partnership Team via:*

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