**Safeguarding and Child Protection Policy**

Policy prepared by: Heidi Marie Postlethwaite

Created: January 2023

Next review date: January 2024.

*Heidi-Marie Dance Academy is committed to safeguarding, child protection and promoting the wellbeing of all children, young people who attend the dance academy.*

**Safeguarding and Child Protection Policy**

This policy applies to all Heidi-Marie Dance Academy activities - classes, shows, events and holiday schools.

**DETAILS**

Name: Heidi-Marie Dance Academy - subsequently referred to as **HMDA.**

Address: 26 West View Road, Keynsham, Bristol. BS31 2UA.

Tel No: **07956811454** Email address: **heidipostlethwaite@gmail.com**

**KEY PERSONNEL**

**Dance school Principal and owner: Heidi-Marie Postlethwaite**

Phone: **07956811454** (mobile)

Email: **heidipostlethwaite@gmail.com**

**Staff**

**Elizabeth Andrews Mob** 07581354553  **Email** info@lizzierosedanceteaching.com

**Feli Lloyd Mob** 07585294068  **Email** felilloyd123@hotmail.com

**Reign Summer Show 2023**

**Child Co-ordinator**

Lianne Lugg  **Mob** 07869747229 **Email** lianne.lugg@gmail.com

**Child protection officer**

Simon Postlethwaite  **Mob** 07717573439  **Email** simonpostlethwaite1@gmail.com

**Company Manager**

Nikki Hodkinson  **Mob** 07904028477 **Email** nikkiyoung@hotmail.com

***Company Manager –***

***Roles & Responsibilities:***

* *On the first day of the children being present in the theatre/venue the Company Manager MUST complete the health and safety checks, a tour of the stage and backstage areas pointing out potential hazards and explain to the chaperones where these hazards are and outline the signing in and out procedures.*
* *To whom all safeguarding, wellbeing, health and safety concerns, accidents are reported to and who should report any issues to the appropriate authorities.*

***Child Protection Officer –***

***Roles & Responsibilities:***

* *respond to child protection situations and concerns whenever they may arise. In the absence of the CPO, concerns should be reported to the Children’s Coordinator.*
* *Child Protection records will be accessed and maintained by the CPO only during production and the Child Coordinator post - production.*

***Child’s Coordinator –***

***Roles & Responsibilities:***

* *If you suspect that the person with responsibility for child protection/ CPO is the source of the problem, you should make your concerns known to the Child Coordinator.*
* *Child Protection records will be accessed and maintained by the CPO only during production and the Child Coordinator post - production.*

**Safeguarding** and **promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

**RELATED DOCUMENTS AND APPENDICES**

* Allegations against a member of staff ***Appendix A***
* Good Practice Guidance ***Appendix B***
* Information about some other aspects of abuse ***Appendix C***

 **SAFEGUARDING AND HMDA**

HDMA is committed to:

• Valuing, listening to and respecting children and young people, and promoting their welfare and protection;

• Protecting children and young people from maltreatment and any form of abuse;

• Safe recruitment, supervision and training for all staff in direct contact with children and young people;

• Establishing a safeguarding culture i.e. for all members of the HMDA, safeguarding is an attitude and a set of deeply held and adhered to beliefs;

• Viewing the welfare and safety of all children, young people, and staff as a priority;

• Providing a safe learning environment for children, young people and staff;

• Ensuring teachers take appropriate action to protect children and support their development;

• Ensuring teachers understand and recognise abuse in its many forms and identify children and young people who are or might be suffering or likely to suffer harm;

• Communicating to stakeholders (parents /carers etc) of HDMA and the wider community its commitment to safeguarding;

• Providing an environment in which children and young people feel secure, have their viewpoints valued, are encouraged to talk, and are listened to;

• All teaching staff embracing the need for safeguarding children and young people’s wellbeing in all aspects of their work and understanding their responsibilities in identifying abuse, sharing information and taking appropriate action;

• An open-culture where teachers feel confident to speak-up whenever they have concerns about a child or a particular adult;

• Keeping meticulous, written records of concerns about children and young people that are shared appropriately and stored securely;

• Having clear procedures, in line with best practice, for reporting allegations against staff members;

• Practising exemplary safe recruitment.

**HMDA POLICY**

The principal recognises the need to provide a safe and caring environment for children and young people. They also acknowledge that children and young people can be the victims of physical, sexual and emotional abuse, and neglect. The principal has therefore adopted the procedures set out in this document. The policy and practice guidelines have been drawn up on the basis of English law and based on a model published by the Thirty-one:eight/Churches' Child Protection Advisory Service (CCPAS)**,** with particular reference to Working Together to Safeguard Children 20181, and Keeping Children Safe in Education 20212.

The principal is committed to on-going child protection training for all those working in the school and will review the Safeguarding Policy annually.

**SAFE RECRUITMENT AND SUPERVISION/TRAINING**

HMDA promotes ‘Safer Recruitment’ practice including scrutinising applicants, verifying identity and qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the role.

1 https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 2https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/1021914 /KCSIE\_2021\_September\_guidance.pdf

3http://webarchive.nationalarchives.gov.uk/20000129031232/http://www.homeoffice.gov.uk:80/cpd/sou/you ng.htm

HMDA undertakes interviews and appropriate checks including disclosure & barring checks and other checks as necessary and reasonable. Evidence of these checks is recorded.

HMDA discourages those unsuitable to work with children and young people by:

• Requiring Enhanced DBS clearance;

• Requesting professional and character references including safeguarding questions; • Carrying out identity checks, and where practicable, qualification and employment checks.

HMDA rejects unsuitable applicants and investigates:

• Gaps in employment;

• Warning signs within references, explicit and implied, such as references that are nothing more than statements of fact, excessively positive, negative, inconsistent with the candidate’s application;

• A lack of awareness/understanding of safeguarding within the application;

The full recruitment process will involve an advertisement making it clear that a DBS check is required, an interview including safeguarding questions, references and, where practicable, reference checks.

Once staff are appointed, HDMA continues to monitor and develop safeguarding awareness through:

* Explicitly referencing the “Do’s and Don’ts Best Practice” guide (Appendix B).
* A supervised induction period which includes: observations, safeguarding training.
* The promotion of a safeguarding culture.

HMDA promotes its commitment to safeguarding through:

• HMDA website

• This and related policies.

**TYPES AND INDICATORS OF ABUSE**

The four categories of abuse as described in The Children Act 1989 are:

• Physical

• Emotional

• Sexual

• Neglect

4 https://www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working Practices-2015-final1.pdf

**Physical Abuse**

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

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

***Some Indicators of Physical Abuse***

• scratches / cuts / bite marks / pinch marks inconsistent with normal play activities • burns / scalds inconsistent with explanations offered

• bruises in body areas not usually harmed through normal play activities

• bruises indicative of slaps, punches, being squeezed or violently shaken

• bruises suggesting the use of straps or sticks

• nervous / fearful watchfulness;

• fear of physical contact by adults

• unexplained fractures

• unexplained changes in behaviour

**Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children, as well as over protection or limitation of exploration of learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

***Some Indicators of Emotional Abuse***

• Undue aggression or withdrawal

• Constant wetting or soiling of clothing

• Poor language development / speech

• Disorders such as stammering or stuttering

• Inability to relate to adults and / or other children

• Telling lies

• Tantrums beyond the age where they would be expected as normal development.

**Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical acts, including penetrative or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at or in the production of sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

***Some Indicators of Sexual Abuse***

• scratching / soreness / unexplained rashes in the genital area

• stained / blood-stained underclothes

• bruises on inner thighs and buttocks

• discomfort when sitting or walking

• constant wetting or soiling of clothing

• suggestion of undue sexual awareness through play, drawings or the use of inappropriate words

**Neglect**

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

• provide adequate food, clothing and shelter

• protect a child from physical and emotional harm or danger

• ensure adequate supervision

• ensure access to appropriate medical care and treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

***Some Indicators of Neglect***

• inappropriate or inadequate clothing

• poor standards of personal hygiene / unwashed

• dirty clothing

• constant hunger

• constant tiredness / listlessness

• underweight

• untreated medical conditions

• difficulty communicating

**SAFEGUARDING AWARENESS**

All at HMDA are aware that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.

• We recognise there are many aspects to abuse and neglect including:

➢ Discriminatory Abuse

➢ Financial Abuse

➢ Domestic Abuse

➢ Self-neglect

➢ Modern Slavery

➢ Forced Marriage

➢ Hate crimes/incidents

➢ Mate Crime

➢ Fabricated induced illness

➢ Female Genital Mutilation - FGM

➢ Honour-based abuse

➢ Child exploitation – sexual, criminal, grooming

➢ Radicalisation

➢ Peer on peer abuse

• We recognise that there are several aspects to peer-on-peer abuse including: bullying, sexting, gender-based violence, child criminal and sexual exploitation, domestic violence, initiations, harmful sexual behaviour, sexual violence and sexual harassment, serious youth violence and coercive control.

• We are aware that a concern might emerge in various ways:

➢ A child/adult might tell us about a worry

➢ We might see changes in a child’s/adult’s behaviour or moods

➢ We might see physical signs of abuse or neglect

➢ Someone else might tell us about something they have seen or heard

➢ An adult or child tells might tell us that they have hurt a child/adult or are having difficulties with them

• We recognise circumstances can affect parental capacity, such as social exclusion, domestic violence, drug or alcohol abuse, mental or physical illness or learning disability.

• We are aware of factors that affect children’s vulnerability such as disability, being in care, having learning difficulties, having parents facing problems and deprivation.

**E-SAFETY**

HMDA recognises that Information and Communication Technology provides a very important part of the learning experience and that children/young people benefit from the many opportunities ICT provides. It is understood that the ever-changing nature of the online environment can also pose threats to a child’s/young person’s wellbeing.

The issues within online safety are now categorised into four areas of risk:

• Content

• Contact

• Conduct

• Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Some of the main safeguarding areas of risk for children are:

 • Exposure to inappropriate content, including online pornography, age-inappropriate games and disturbing images;

• Lifestyle websites, for example pro-anorexia/self-harm/suicide/substance abuse sites;

• Extremist and hate sites;

• Grooming;

• Cyberbullying;

• Identity theft (including ‘frape’ i.e. hacking Facebook profiles) and sharing passwords;

• Privacy issues, including disclosure of personal information or publishing of images/videos without consent;

• Sexting (sending and receiving personally intimate images).

Some signs of online abuse are:

• Low self-esteem;

• Reluctance to reveal online activity - laptop, tablet, phone

• Not wanting to go to school

• Not wanting to mix socially or with family

• Change in appearance – particularly weight loss

• Being unable to sleep

• Bed-wetting

• Self-harm

Teachers must be vigilant for signs that children/young people are being affected by any form of online abuse and report any suspicions to the school staff member present at the session and/or the Principal should be informed.

Personal contact information including social media should not be shared with school children/young people.

**RESPONDING TO SAFEGUARDING CONCERNS**

Where we believe any aspect of abuse or neglect may affect a child, we follow the procedure for reporting concerns.

All teachers should strive to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

**If there are any concerns about a child’s welfare, staff are to call the Children and Families Assessment Intervention Team - 01225 396111 or 01225 477929.**

**ALLEGATIONS AGAINST A HMDA member of staff.**

**What constitutes an allegation?**

A teacher has:

• Behaved in a way that has harmed, or may have harmed a child

• Possibly committed a criminal offence against or related to a child

• Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children

**Procedure**

• The teacher will be subject to HMDA procedure regarding allegations against staff, *Appendix A*.

• The Local Authority Designated Officer (LADO) will be informed within one working day regarding any allegations or concerns regarding a teacher’s behaviour towards a child. The LADO is responsible for managing allegations against anyone who works with children in an employed or voluntary capacity. The LADO for BANES can be contacted by telephone: 01225 396810

• The facilitator will be referred to the Disclosure and Barring Service by HMDA if it is deemed appropriate to dismiss her/him or if he/she resigns prior to dismissal.

**APPOINTMENT, SUPPORT, SUPERVISION & TRAINING OF Teachers** The Principal will ensure all staff will be appointed, trained, supported and supervised in accordance with the principles set out in government guidelines *Keeping Children Safe in Education 2021*, *Working Together to Safeguard Children 2018* and Local Safeguarding Children Board training arrangements.

The professional development of HMDA is deemed very important and all attend relevant training courses whenever the opportunity arises.

*Appendix A*

**Allegations against a Member of Staff**

There may be an instance of suspected child protection and safeguarding issue being reported where a member of HMDA staff is implicated as the abuser.

Allegations or suspicions should be reported at once to the Principal or another teacher if the allegation is against the principal. These parties will decide who is to manage the allegation.

* The child and/or alleged abuser will not be questioned but a record will be made of what has been reported.
* The allegation will be reported, **within 1 working day,** to the Local Area Designated Officer who will consider the relevant facts and concerns and decide the next course of action in agreement with the person managing the allegation.
* In the case of serious harm, the police will be informed from the outset

**Contacting the LADO**

Each local authority has a LADO. Where the person, against whom the allegation has been made lives determines which LADO the HDMA will contact.

**Action following initial consideration**

Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the HMDAto deal with the allegation. In such cases, if the nature of the allegation does not require formal disciplinary action, the Principal will institute appropriate action within 3 working days of the allegation.

***If HMDA manage the allegation then:***

The possible risk of harm to pupils posed by any person who is the subject of an allegation needs to be effectively evaluated and managed – in respect of the pupil involved in the allegations, and any other children in the individual’s home, work or community life, following advice from the LADO. In some cases where there is cause to suspect a pupil is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal, Hope’s Place will suspend the accused person until the case is resolved. HMDA will also consider whether the result that would be achieved by suspension could be obtained by alternative arrangements e.g. the person subject of an allegation being given office-based tasks.

**Supporting those involved**

Parents of a pupil involved should be told about the allegation as soon as possible, via the school, if they do not already know of it. They should be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution.

*Appendix B*

**HMDA Good Practice Guidance**

**Do:**

• Understand your responsibilities – your duty of care;

• Undertake appropriate training for your role;

• Revisit that training frequently;

• Make the child/children/ your priority at all times;

• Foster a culture of openness amongst children and colleagues;

• Avoid placing yourself or colleagues in vulnerable situations;

• Treat everyone equally, promoting fairness;

• Be a role model – clothing, boundaries, treatment of others;

• Keep your personal life separate from your professional life, including use of social media; • Avoid behaviour inappropriate to your role, even outside work;

• Maintain safe and appropriate relationships;

• Avoid unnecessary physical contact and inform parents and students of our “safe touch” policy within dance training.

• Follow policies and guidance;

• Act when you see inappropriate behaviour – children, staff and colleagues;

• Keep up-to-date;

• Keep doors open and invite a parent/carer to observe a 1 to 1 lesson.

 • Take due care when reporting and recording allegations;

• Be alert to the need for sensitivity and confidentiality;

• Report any indications that a child may be forming an inappropriate attachment to you e.g. asking for your email address, where you live, birthday etc.

• Before a session, undertake a risk assessment when entering a studio or performing space. Are there any hazards that could be a risk to the welfare of the students?

**Do not:**

• Use oppressive/offensive language;

• Engage in sexual or sexualised behaviour with anyone under 18 or under your professional care;

• Be alone with a child away from others;

• Engage in horseplay;

• Try to be the child’s friend rather than the facilitator;

• Use inappropriate touching;

• Provide intimate care; it is not your role

• Take photos unless in line with HMDA policy where permission has been given by a parent/carer.

• Store photos on your phone, laptop;

• Give out personal information;

• Communicate on social media, including sharing photos;

• Use inappropriate language on social media;

• Behave in a manner which could lead people to question its appropriateness in your role; • Make or encourage unprofessional comments intended to ridicule.

*Appendix C*

**Information about some other aspects of Abuse**

**Preventing Radicalisation**

HMDA understands its statutory duty to help protect all pupils from extremist and violent views. Protecting children from radicalisation is seen as part of its wider safeguarding duties. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law.

We appreciate that a school constitutes a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

***Definitions***

‘Extremism’ is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

HMDA is committed to working with others to prevent vulnerable young people being drawn into terrorism or activity in support of terrorism.

**Female genital mutilation (FGM)**

FGM is the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. It's also known as female circumcision, cutting or Sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

It is mandatory to report to the police cases where an act of FGM appears to have been carried out on a girl who is under 18. It is best practice for the principal to be involved in such a case but a member of staff can report a case directly by calling the police on 101. If a facilitator suspects a pupil to be in immediate danger, call 999 immediately.

**Child Trafficking and Modern Slavery**

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

Children are trafficked for:

➢ Child sexual exploitation

➢ Benefit fraud

➢ Forced marriage

➢ Domestic servitude such as cleaning, childcare, cooking

➢ Forced labour in factories or agriculture

➢ Criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another

**Child sexual exploitation (CSE)**

CSE 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.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

**Domestic abuse**

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn’t just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse.

Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

**Peer-on-peer abuse**

All members of staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond.

Peer on peer abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying); • abuse in intimate personal relationships between peers;

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);

• upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

**Sexual violence, sexual harassment and harmful sexual behaviour**

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour” (HSB). The term has been widely adopted in child protection. HSB can occur online and/or face to face and can also occur simultaneously between the two.

 **Upskirting**

Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and has been added to the list of examples of peer on peer abuse, with the observation: “What may seem like harmless fun can have deeper consequences for both the victim and the perpetrator and everyone should be made aware of this.” If you suspect upskirting has occurred, you must report it to the principal..

**Serious Violence**

Serious Violence has also been added as a specific safeguarding issue. The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key aspects of serious violence. The proposed new guidance states: “All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.”

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.