Child Protection Policy

Amended September 2016

Signed………
Headteacher

Signed………
Chair of Governing Body

Date……………………………………………………………………………………

Review Date: October 2017

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Please tear off this slip, sign and return to Michelle Williams once you have read
- Grove's 'Child Protection Policy' (attached) – September 2016
- 'Guidance for Safer Working Practices' – 2015 (via email)
- 'Keeping Children Safe in Education; Part One' – September 2016 (via email)

Signed _____ Print name _____ Date _____

2016

Child Protection Policy

GROVE
SCHOOL & COLLEGE
A mind set to succeed

Safeguarding and Child Protection Policy for Grove School and College (Updated September 2016)

This policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children (WT) March 2015 and Keeping Children Safe in Education (KCSIE) September 2016

Important contact details

The Designated Safeguarding Lead (DSL)	Miss Amy Chevin
Deputy Designated Safeguarding Lead (DSLs)	Miss Rachel Lee (Mon-Wed) Miss Lucy Harris (Wed-Fri) Mrs Sonia Taylor Mr Ashley Griffiths (Post 16)
Safeguarding and child protection link governor	Mrs Dorothy Hanney
Looked after children (LAC) link governor	Mrs Dorothy Hanney

If concerned about a child or behaviour of an adult phone Shropshire Council Dedicated Safeguarding Line

First Point of Contact (FPOC) (Compass and Initial Contact Team)	0345 678 9021
Designated Officer in the Local Authority – LADO lado@shropshire.gov.uk	0345 678 9021
Shropshire Out of hours Emergency Duty Team	0345 678 9040
Public Protection Unit (West Mercia Police)	0300 333 3000
Police Emergency	999
Police Non-emergency	101
Childline:	0800 1111

http://www.safeguardingshropshireschildren.org.uk/scb/

1. Introduction

At Grove, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.
We believe that Grove should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development

*Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with Working Together 2015 and Keeping Children Safe In Education (*KCSIE) 2016

2. The aim of this policy is to:

- Ensure that the pupils' development is supported in ways that will foster security, confidence and independence.
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Confirm the structured procedures to be followed by all members of Grove's community in cases of suspected harm or abuse.
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities.
- Emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use Grove's premises through any approved activities.

2.1 This policy will have consideration for, and be in compliance with, the following legislation, statutory guidance and key information:

- 'Keeping Children Safe in Education' statutory guidance for schools and colleges, Department for Education (DfE) 2016
- 'Working Together to Safeguard Children' 2015
- 'Inspection framework: safeguarding in maintained schools and academies' Ofsted September 2015
- 'Guidance for safer working practice for those working with children and young people in education settings' Safer Recruitment Consortium 2015
- The "Prevent" Duty July 2015
- Shropshire Safeguarding Children Board (SSCB) online procedures
- Shropshire Safeguarding Children Board (SSCB) Threshold Guidance Document

3. Responsibilities

3.1 Grove's governing body will ensure that:

a. A trained link governor is appointed for safeguarding and child protection and looked after children (LAC) who will attend training/updates every three years.

b. A member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher, the principal of a college or proprietor or member of governing body of an independent school.

c. The school has a safeguarding and child protection policy and staff behaviour policy which should include amongst other things staff/pupil relationships and communications including the use of social media.

d. Grove creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2016). Also, to ensure that procedures for dealing with allegations against staff and volunteers in accordance with Shropshire Safeguarding Children Board (SSCB) are followed.

e. At least one member of an appointed panel will have attended safer recruitment training.

f. A member of staff of the school or college's leadership team is appointed to the role of DSL.

g. The school keeps a single central record that as a minimum evidences the following:
   - All staff have been employed in compliance with safer recruitment requirements (Part three KCSIE 2016)
     - Date of employment
     - Identity confirmed with date
     - Qualifications checked with date
     - Prohibition from teaching check with date (for teaching staff)
     - Barred list check with date
     - Enhanced Disclosure and Barring Service (DBS) check with date
     - Eligibility to work in the UK with date
     - Checks confirmed by and date

h. The adequacy of resources committed to child protection, and the staff and governor training profile is regularly monitored.

i. It is recognised that neither it, nor individual governors, have a role in dealing with individual cases or have a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)

j. The child protection policy is available to parents on request and that this policy and practice complements other policies e.g. anti-bullying (including cyber-

bullying, peer on peer abuse, health and safety, drug) to ensure safeguarding.

4. Professional development

4.1 The governors will ensure that:

a. All staff and volunteers who work with pupils aged up to 18 years have appropriate child protection training that equips them to recognise and respond to pupil welfare concerns.
b. Staff are provided with mandatory induction, to include familiarisation with the safeguarding and child protection policy, staff behaviour policy, the DSL in the school, their responsibilities and the procedures to be followed.
c. All staff read at least part one of KCSIE 2016.
d. They monitor when and how often child protection and safeguarding training (including multi-agency training) that has been undertaken by staff and governors within the last three years to ensure their knowledge and skills are current.

4.2 All of the above needs to be reported to governors in the form of:

- A report of the school's training needs assessment presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
- A training register kept to indicate when staff and governors have been trained including safer recruitment and this will in turn inform the *annual* report to governors.

5. The head teacher will ensure that:

a. The policies and procedures adopted by the Governing Body are followed by all staff.
b. The policy is updated annually, and be available publicly via the school or college website or by other means.
c. DSLs review the six monthly updates of the SSCB procedures.
d. Sufficient resources and time are allocated to enable the DSL, deputy DSL's and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
e. A list of all staff and volunteers, and their safeguarding training dates is maintained.
f. All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and that such concerns are addressed in a timely manner in accordance with agreed policies.

g. She undergoes child protection training which is updated regularly, in line with advice from the LSCB.

6. Allegations against the Head teacher

Where an allegation is made against the Headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an Independent school as appropriate as well as the LADO.

6.1 The role of the Chair of Governors for Safeguarding Child Protection shall include:

Monitoring of procedures relating to liaison with the LADO, Children's Social Care and the Police in relation to any allegations of child abuse made against the Head teacher, including attendance at relevant meetings.

6.2 They will:
a. Have their roles explicitly defined in their job description.
b. Be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
c. Ensure DSL and deputies undergo updated child protection training every two years.
d. Liaise in accordance with the SSCB procedures when referring a pupil where there are concerns about possible abuse or harm.
e. Contact the LADO where there are concerns about a member of staff being involved in allegations of abuse or harm.
f. Be able to access the contents of the SSCB procedures and Personnel procedures (*on Shropshire Learning Gateway*) updated and make these accessible to all staff.
g. Ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the DSL and deputies and the school's procedures for safeguarding children.
h. Support staff who attend strategy meetings and/or case conferences.
i. Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.
j. Ensure involvement of other lead professionals e.g. where there are concerns about any pupil including those who are LAC.

6.3 They will also ensure that:
a. Written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Early Help Assessment Framework (EHAF).
b. All child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected

from the pupils' other files, and accessible only by the headteacher/DSL/Deputy DSLs.

c. Pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere.

d. All absence letters are dated and clearly signed by a teacher/tutor, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted.

e. If a pupil has a Child Protection Plan, and is absent without explanation for two days, their key worker in Safeguarding is contacted.

f. Phone calls in relation to absences are similarly logged and dated.

g. Records are monitored for patterns of absence and appropriate action is taken.

h. Where there are existing concerns about a pupil, and they transfer to another school in this authority, the information held e.g. an EHAF is forwarded under confidential cover and separate from the pupil's main file to the DSL for child protection in the receiving school.

i. Where a pupil has a **child protection plan** and transfers to another school or college; or to the Social/Children's Services within a new authority or if the pupil is transferring to a school in another authority which has not yet been identified.

- The DSL of the new school/college is informed immediately.
- Their child protection file is transferred as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

7. Prevention in the Curriculum

7.1 Grove recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

7.2 The PSHE programme, evident in the Discovery Days programme, *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- The importance of Internet safety

8. **All staff, teaching and non-teaching, volunteers and others working in school must:**

a. Be aware that to safeguard children, they have a duty to share information with the DSL and through the DSL, with other agencies.
b. Always speak to the DSL. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
c. Be alert to signs and symptoms of harm and abuse (highlighted in Part 1, KCSIE).
d. Know how to respond to their duty when they have concerns or when a pupil discloses information to them.
e. Know what and how to record concerns.
f. All staff members should undergo child protection training which is updated regularly, in line with advice from the SSCB – minimum of every three years for whole staff.
g. Maintain an attitude of 'it could happen here'.

8.1 Immediate response when a pupil discloses:

It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:

a. Listen to the pupil, if you are shocked by what is being said, try not to show it.
b. It is OK to observe bruises but not to ask a pupil to remove their clothing to observe them.
c. If a disclosure is made:
   • Accept what the pupil says.
   • Stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "what did s/he do next?" It is our role to listen - not to investigate.
   • Use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
   • Be careful not to burden the pupil with guilt by asking questions like "why didn't you tell me before?"
   • Acknowledge how hard it was for the pupil to tell you.
   • Do not criticise the perpetrator, the pupil might have a relationship with them.
   • **Do not promise confidentiality**. Reassure the pupil that they have done the right thing, explain whom you will have to tell (the DSL) and why; and, depending on the pupil's age, what the next stage will be. It is important

that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "It will be all right now".

8.2 Recording information

a. Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation (where possible use the Safeguarding Concern form, available in the staff room).
b. If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow". Alternatively use a 'body map' (available from the Inclusions team) to indicate which area of the body has injuries/bruises. Do not take photographs.
c. Note the non-verbal 10ehavior and the key words in the language used by the pupil (try not to translate into 'proper terms').
d. It is important to keep these original notes and pass them on to the DSL who may ask you to write a Safeguarding Concern referral.

8.3 Supporting pupils

a. The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
b. We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
c. We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
d. The school will support all pupils by:
   • Discussing child protection cases with due regard in order to safeguard the pupil and his or her family.
   • Supporting individuals who are or thought to be in need or at risk in line with SSCB procedures.
   • Encouraging self-esteem and self-assertiveness.
   • Challenging and not condoning aggression, bullying or discriminatory behaviour.
   • Promoting a caring, safe and positive environment.
   • Gaining access to an interpreter if required to ensure the voice of the child is heard.

8.4 Confidentiality

a. A pupil's views will be considered by the DSL in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about giving consent for information sharing.

b. The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality.

c. Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The DSL and head teacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

8.5 Staff must be aware that:

a. They cannot promise a [pupil] complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the [pupil] or other [pupils] safe.

b. Where there are concerns about a [pupil's] welfare, relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a [pupil's] welfare, or if a [pupil] discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their DSL with a view to passing **on the information.**

9. Working with parents/carers

a. Parents and carers play an important role in protecting their children from harm.

b. In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek consent to making contact with Compass regarding concerns for the welfare or protection of children.

c. The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

d. The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

e. *"Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what*

they say; take their views seriously; and work with them collaboratively when deciding how to support their needs". WT 2015

10. Specific safeguarding issues:

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect (Appendix 1). Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education July 2016 and accessing SSCB procedures at http://www.safeguardingshropshirechildren.org.uk .

Schools are to ensure that the DSL is continually updated in all areas below. They must be familiar with the referral pathways and specific toolkits and guidance available on the SSCB website.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites.

- Bullying including cyberbullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

10.1 Protecting children from radicalisation "Prevent Duty"

a. Grove promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

b. Government guidance on radicalisation is followed; a link to the "Prevent" government strategy is available on Shropshire Learning Gateway.

10.2 Children Missing Education

a. Grove has in place appropriate safeguarding responses to ensure effective recording of children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or Child Sexual Exploitation (CSE), and to help prevent the risks of their going missing in future. Detailed risk assessments are to be completed as appropriate i.e SSCB Child Sexual Exploitation Guidance for practitioners (Appendix 2).

10.3 Other policies that need to be taken into account are:

- *Behaviour, Student Support, Restorative Practice and Anti-bullying*
- *Attendance*
- *Special Educational Needs and Disability*
- *Health and Safety*
- *Safe Recruitment*
- *Physical intervention*
- *E-safety*
- *Medical Needs*
- *Staff conduct policy (Code of Conduct)*
- *Whistle Blowing*

Signed:

This policy was written and adopted on: 01.09.2016

This policy was reviewed: 28.11.2016

It is due for review in twelve months or sooner as required. 28.11.2017

Safeguarding information for all staff
Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: 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 (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2

Warning signs and vulnerabilities checklist identified during Phase 1 of the Inquiry
Extracted from 'If Only Someone had Listened' – Office of the Children's Commissioner's Inquiry into Child Sexual Exploitation in Gangs and Groups

The following are typical **vulnerabilities in children prior to abuse**.
- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of honour-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss.
- Gang-association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only).
- Attending school with children and young people who are already sexually exploited.
- Learning disabilities.
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families.
- Friends with young people who are sexually exploited.
- Homeless.
- Lacking friends from the same age group.
- Living in a gang neighbourhood.
- Living in residential care.
- Living in hostel, bed and breakfast accommodation or a foyer.
- Low self-esteem or self-confidence.
- Young carer.

The following signs and behaviour are generally seen in children who are **already being sexually exploited**.
- Missing from home or care.
- Physical injuries.
- Drug or alcohol misuse.
- Involvement in offending.
- Repeat sexually-transmitted infections, pregnancy and terminations.
- Absent from school.
- Change in physical appearance.
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites.
- Estranged from their family.
- Receipt of gifts from unknown sources.
- Recruiting others into exploitative situations.
- Poor mental health.
- Self-harm.
- Thoughts of or attempts at suicide.

Evidence highlighted in the interim report showed that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. Professionals should immediately start an investigation to determine the risk, along with preventative and protective action as required.

However, it is important to note that children and young people without pre-existing vulnerabilities can still be sexually exploited. Therefore, any child or young person showing risk indicators in the second list, but none of the vulnerabilities in the first, should also be considered as a potential victim, with appropriate assessment and action put in place as required.

The following organisations and agencies need to take account of the above list and work together to identify children and young people showing the warning signs of, or who are vulnerable to, child sexual exploitation, and act accordingly.

- Accident and Emergency departments
- CAMHS services
- Children's Social Care (including family support/early intervention teams, child protection/duty and assessment teams, looked-after children teams, leaving care teams)
- Drop-in clinics and community based health services
- Drugs and alcohol misuse services
- Educational institutions (including schools, pupil referral units, academies, private schools, special schools, and extra-curricular provision)
- Fire Service
- Gangs and serious youth violence projects
- GP surgeries
- GUM and family planning clinics
- Housing (including foyers, hostels, refuges, bed and breakfast, and housing associations)
- Midwifery and health visitors
- Police (including neighbourhood policing, missing, safer schools officers, gangs and youth violence, organised crime, trafficking, child abuse investigation teams, sexual offences teams)
- Residential children's homes
- Sexual Assault Referral Centres
- Violence against women agencies (including rape crisis and refuge provision)
- Youth Justice agencies (including youth offending services, secure training centres and youth offending institutions)
- Youth service and specialist agencies working with children and young people (including mentoring services, those working with disabled children, LGBT children, BME children)

In order to identify children who show the above risk indicators, professionals could begin by bringing together data that is already collected, adopting a similar approach to that which has been used by the Inquiry to produce the CSEGG dataset. Data is not routinely collected on all of the risk indicators identified, but to assist with the risk assessment process we are publishing the list of indicators that the Inquiry used for the CSEGG dataset, and the data sources from which they were accessed.

Figure 17: CSEGG indicators, dataset and source

	Indicator	Dataset	Source
1.	Missing from home or care	Children reported missing Or Children reported to be 'absconding' or 'breaching'	Police YOT data via ASSET
2.	Victim of a sexual offence	Children reported as victims of rape	Police
3.	Engagement in offending	Young people known to youth offending services	YOT data via ASSET
4.	Lacking friends from the same age group	Children lacking age appropriate friends	YOT data via ASSET
5.	Repeat sexually-transmitted infections, pregnancy and terminations Or Poor mental health	Children putting their health at risk	YOT data via ASSET
6.	Recruiting others into exploitative situations	Children displaying sexually inappropriate behaviour	YOT data via ASSET
7.	Living in a chaotic or dysfunctional household (including parental substance misuse, domestic violence, parental mental health issues, parental criminality) Or History of abuse (including familial child sexual abuse, risk of forced marriage, risk of honour-based violence, physical & emotional abuse and neglect Or Children in care	Children referred to as 'children in need' Or Children 'looked after' under Both S31 and S20 Orders	Local Authority Local Authority
8.	Absent from school	Children persistently absent from school	Local Authority
9.	Excluded from education	Children permanently excluded from school	Local Authority
10.	Self-harm Or Thoughts of, or attempts at, suicide	Children who are self-harming or showing suicidal intent	PCT/CAMHS
11.	Drug & alcohol misuse	Children misusing drugs and/or alcohol	PCT/drug & alcohol team