



Kingsthorpe  
College

# Safeguarding and Child Protection Policy and Procedures

2016-2017



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## Key contacts

Role	Name	Contact details
Chair of The Collaborative Academies Trust Board	Simon Peck	01376 565417 <a href="mailto:info@collaborativeacademiestrust.org">info@collaborativeacademiestrust.org</a>
Designated Director	Natasha Pope	01376 565417 <a href="mailto:info@collaborativeacademiestrust.org">info@collaborativeacademiestrust.org</a>
Chief Executive Officer	Kevin Crossley	01376 565411 <a href="mailto:kevin.crossley@collaborativeacademiestrust.org">kevin.crossley@collaborativeacademiestrust.org</a>
Chair of Governors	Chris Hilliard	<a href="mailto:chris@chrishilliard.co.uk">chris@chrishilliard.co.uk</a>
Designated Governor for safeguarding and child protection	Wendy Holderness	<a href="mailto:wendy.holderness@nationwide.co.uk">wendy.holderness@nationwide.co.uk</a>
Acting Principal	Jennie Giovanelli	<a href="mailto:jennie.giovanelli@kingsthorpecollege.org.uk">jennie.giovanelli@kingsthorpecollege.org.uk</a>
Designated Safeguarding Lead	Danielle Eddy	<a href="mailto:danielle.eddy@kingsthorpecollege.org.uk">danielle.eddy@kingsthorpecollege.org.uk</a>
Deputy Designated Safeguarding Lead	Tracy Salmons	<a href="mailto:tracy.salmons@kingsthorpecollege.org.uk">tracy.salmons@kingsthorpecollege.org.uk</a>
Designated Teacher for Looked After Children	Danielle Eddy	<a href="mailto:danielle.eddy@kingsthorpecollege.org.uk">danielle.eddy@kingsthorpecollege.org.uk</a>

**Every adult has the right and duty to refer any safeguarding concerns that they have themselves. In the case of a child, this should be direct to the Multi Agency Safeguarding Hub (MASH) or in the case of an adult, to the Local Authority Designated Officer (LADO). The telephone number is 0300 126 1000.**

### Useful Links

#### Local Safeguarding Children Board: Northamptonshire MASH (Multi Agency Safeguarding Hub)

Address: Northampton Safeguarding Children Board  
John Dryden House  
8-10 The Lakes  
Northampton  
NN4 7YD

Telephone: 0300 126 1000

Email: [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk)

Website: [www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk)

#### Local Authority Designated Officer: Andy Smith or Jackie Shaw

Address: Northampton Safeguarding Children Board  
John Dryden House  
8-10 The Lakes  
Northampton  
NN4 7YD

Telephone: 01604 367862

Email: [MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk)

#### Safeguarding Adults - e-referral form at:

[https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=jdV3aLtgpoX&Are\\_you\\_a\\_professional\\_or\\_a\\_customer=Professional&fs2s=cYTwWgbdz1A&fs2c=rJg8fpVG3vy&fs2svr=ec2-46-137-118-174#\\_ga=1.243785868.800293871.1476172219](https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=jdV3aLtgpoX&Are_you_a_professional_or_a_customer=Professional&fs2s=cYTwWgbdz1A&fs2c=rJg8fpVG3vy&fs2svr=ec2-46-137-118-174#_ga=1.243785868.800293871.1476172219)

#### Child Exploitation and Online Protection (CEOP):

Telephone: +44 (0)870 000 3344

<http://ceop.police.uk/Contact-Us/>

#### National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/>

0808 800 5000

#### ChildLine:

<http://www.childline.org.uk/Pages/Home.aspx>

0800 1111

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## Safeguarding and Child Protection and Policy

The Collaborative Academies Trust's (CAT or the Trust) Board wishes to ensure that there is a single model policy for safeguarding and child protection, which is designed to be adapted to meet individual school's needs and reflect the requirements of the Local Safeguarding Children Board (LSCB) for its area. Each LSCB has a range of roles and statutory functions including developing a local safeguarding policy and procedures and scrutinising local arrangements (Working together to safeguard children, Department for Education, 2015 [www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2). Chapter 3).

### 1. PURPOSE OF THE POLICY

- 1.1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Safeguarding is what is put in place for all children. Child protection refers to the policy and procedures for children who have been significantly harmed or are at risk of harm.
- 1.2. Pupils' welfare is the paramount concern. The Governing Body will ensure that the school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that the school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
- 1.3. The school is a community and all those directly connected, staff members, governors, parents/carers, families and pupils, have an essential role to play in making it safe and secure.

### 2. ETHOS

- 2.1. Our school will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 2.2. The school environment will help children feel safe and respected recognising the importance of enabling children to talk openly and to feel confident that they will be listened to.
- 2.3. All adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting pupils from harm.
- 2.4. The school will work with parents/carers to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

### 3. SCOPE

- 3.1. In line with the law, this policy defines a child as anyone under the age of 18 years.
- 3.2. This policy applies to all members of staff in the school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

### 4. THE LEGAL FRAMEWORK

- 4.1. Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of

the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

- 4.2. Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.
- 4.3. Under section 14B of the Children Act 2004, the LSCB can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
- 4.4. This policy and the accompanying procedure have been developed in accordance with the following key documents including guidance and statutory guidance, and the school has reflected on local safeguarding procedures. **It should be noted that statutory guidance is issued by law and must be followed unless there is a good reason not to.**

The common inspection framework: education, skills and early years, Ofsted, 2015  
[www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015](http://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015)

School inspection handbook, Ofsted (updated August 2016)  
[www.gov.uk/government/publications/school-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015)

School Inspection Service <http://www.schoolinspectionsservice.co.uk/>

Independent Schools Inspectorate <http://www.isi.net/>

Inspecting safeguarding in early years, education and skills settings, Ofsted (updated August 2016) [www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015](http://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015)

Keeping children safe in education, Department for Education (September 2016)  
[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2).

Working together to safeguard children, Department for Education (March 2015)  
[www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2).

What to do if you're worried a child is being abused – Advice for practitioners, DfE March 2015  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

The 'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015. <https://www.gov.uk/government/publications/prevent-duty-guidance>. (This can be complemented by use of the Channel training and assessment module on the [Government anti-terrorism strategy, CONTEST](http://course.ncalt.com/Channel_General_Awareness/01/index.html) which schools might find useful [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)).

The DfE's 'Protection children from radicalisation: the prevent duty' advice for schools and childcare providers at <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> with links to detailed guidance on Channel and to the online general awareness training module on Channel.

Information sharing advice for practitioners providing safeguarding services to children, young people, parents/carers. HM Government, March 2015  
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Local safeguarding policies and procedures Northamptonshire Safeguarding Children Board  
 Child Protection Procedures Manual <http://northamptonshirescb.proceduresonline.com/>

- 4.4 Governing bodies of maintained (including maintained nursery schools), non-maintained special schools, and colleges, proprietors of independent schools (including academies, free schools and alternative provision academies) and management committees of pupil referral units (PRUs), further education colleges and sixth form colleges are asked to ensure that all staff read at least part one of the DfE statutory guidance, [Keeping children safe in education, September 2016](#) part one (which is a standalone document), including sections 35-44 relating to abuse and specific safeguarding issues. The Trust expects Headteachers to ensure that all staff are aware of this as a requirement and a record is made as evidence of staff having read part one, as above

## 5. KEY ELEMENTS

5.1. There are four main elements which underpin the Safeguarding and Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures)
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns)
- **Support** (to pupils and school staff, and to children who may have been abused)
- **Working with parents/carers** (to ensure appropriate communications and actions are undertaken)

## 6. ROLES AND RESPONSIBILITIES

6.1. The Trust will provide all schools with the following:

- **A common safeguarding and child protection policy and procedures framework** to be reviewed by each school in the light of the Local Safeguarding Children Board (LSCB) requirements, process and protocols. Each school should incorporate its existing safeguarding and child protection concern form and details of procedures it follows locally. The common safeguarding and child protection policy and procedures should be approved each autumn term by each Governing Body and a copy sent to the Trust by 21<sup>st</sup> October 2016.
  - **A common safeguarding checklist form** completed by the end of each autumn term approved by the Headteacher/Head of School, Designated Governor for safeguarding and child protection. A copy should be sent to the Trust by 16th December 2016.
  - **A common format for the safeguarding annual report to Governors** to be completed by the end of the following summer term and a copy sent to the Trust by 30th September 2017.
  - **A detailed audit tool** to further support the work of the Governing Body in developing work on safeguarding.
- 6.2. The Governing Body and any management committees are accountable for ensuring the effectiveness of this policy and compliance with it. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of students, there is also a named governor who champions safeguarding within the school.
- 6.3. The Governing Body will ensure that all staff in their school read at least part one of DfE statutory guidance, [Keeping children safe in education, September 2016](#), 'Safeguarding information for all staff'. The above persons will also ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance

- 6.4. The school's lead person with overall responsibility for child protection and safeguarding is the **Designated Safeguarding Lead (DSL)**. The school has 1 Deputy DSL to ensure there is appropriate cover for this role at all times. The DSL's responsibilities are described in Appendix A.

The role of DSL will be explicit in that person's job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

- 6.5. The school has a **nominated governor** responsible for safeguarding to champion good practice, to liaise with the Headteacher and to provide information and reports to the Governing Body.
- 6.6. **The case manager for dealing with allegations** of abuse made against school staff members is the Headteacher. The case manager for dealing with allegations against the Headteacher is the Chair of Governors. The procedure for managing allegations against teachers, headteachers, principals, volunteers and other staff is detailed in Appendix B (paragraph 7).
- 6.7. The **Headteacher** will ensure that the policies and procedures adopted by the Governing Body are fully implemented, and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 6.8. The **Governing Body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 6.9. **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

## 7. SUPPORTING CHILDREN

- 7.1. Children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. The school may be the only stable, secure and predictable element in their lives.
- 7.2. The behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 7.3. The school will support all pupils by:
- ensuring the content of the curriculum includes social and emotional aspects of learning
  - ensuring a comprehensive curriculum response to e-safety, enabling children and parents/carers to learn about the risks of new technologies and social media and to use these responsibly
  - ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to
  - providing pupils with a number of appropriate adults to approach if they are in difficulties
  - supporting the child's development in ways that will foster security, confidence and independence
  - encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying
  - ensuring that the school promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles, and prepares children and young people for life in modern Britain



- ensuring repeated hate incidents, e.g. racist, homophobic or gender or disability-based bullying, are considered under child protection procedures
- liaising and working together with other support services and those agencies involved in safeguarding children
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support
- doing all that they reasonably can to limit children's exposure to online risks (further information can be found under Appendix C clause 5)
- carrying out required checks where children stay with host families (further information can be found under Appendix C clause 6)

#### **7.4. Looked After Children**

The school will ensure all staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after status (whether they are looked after under voluntary arrangements with consent of parents/carers or on an interim or full care order) and contact arrangements with birth parents/carers or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL will have details of the child's social worker and the name of the virtual school headteacher in the authority that looks after the child.

The school will appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

Virtual school headteachers receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. In maintained schools and academies the designated teacher should work with the virtual school headteacher to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. In other schools and colleges an appropriately trained teacher should take the lead.

#### **7.5. Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school will ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

### **8. CHILD PROTECTION AND SAFEGUARDING PROCEDURE**

8.1. The school has a structured procedure in line with the LSCB procedures which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix B under clauses:

- 7.1: Process for dealing with allegations made by a pupil against another pupil.

- 7.2: Process for dealing with allegations against teachers, headteachers, principals, volunteers and other staff
  - 7.3: Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child
- 8.2. In line with the procedures, the relevant Children's Services Duty and Assessment Team will be notified as soon as there is a significant concern.
- 8.3. The name of the DSL and the Designated Governor for safeguarding and child protection will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 8.4. All parents/carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on the school website and by referring to them in the introductory school materials.

## 9. RECORD KEEPING

- 9.1. All child protection and welfare concerns will be recorded and kept in line with the LSCB guidance.
- 9.2. The school will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

## 10. SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

- 10.1. The school will prevent people who pose risks to children from working in the school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with DfE statutory guidance, [DfE statutory guidance, Keeping children safe in education, September 2016](#).
- 10.2. Agencies and third parties supplying staff will provide evidence that they have made the appropriate level of safeguarding checks on individuals working in our school.
- 10.3. Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
- 10.4. At least one member of every interview panel has completed safer recruitment training.
- 10.5. The school follows DfE statutory guidance, [Keeping children safe in education, September 2016](#) sections 122-130, in relation to checks on governors and volunteers who supervise or are in sole charge of children. The school undertakes a three year rolling programme of Disclosure and Barring Service (DBS) checks as an additional safeguarding measure even though there is no DfE requirement to undertake this rolling programme.
- 10.6. The school processes enhanced DBS checks for all governors. The DBS check will only include a barred list check if the governor is engaged in a regulated activity.
- 10.7. The school has a procedure in place for work experience placements and follows DfE statutory guidance, [Keeping children safe in education, September 2016](#) sections 140-144.
- 10.8. The school has a procedure in place to handle allegations against members of staff and volunteers in line with DfE statutory guidance, [Keeping children safe in education, September 2016](#). This procedure is detailed in Appendix B (paragraph 7).

## 11. STAFF INDUCTION, TRAINING AND DEVELOPMENT

- 11.1. All new members of staff, including newly-qualified teachers and teaching assistants, will receive an induction programme, in line with LSCB guidance, that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-

safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, DfE statutory guidance, [Keeping children safe in education, September 2016](#) and other related policies.

- 11.2. The induction will be proportionate to staff members' roles and responsibilities, including temporary staff and volunteers.
- 11.3. The DSL and Deputy DSL will undergo updated child protection training every two years.
- 11.4. All staff members of the school will undergo safeguarding and child protection training (whole-school training) which is updated by refresher training on a regular basis with evidence recorded. All Governors must undergo governor awareness training.
- 11.5. In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively'
- 11.6. Staff members who miss the whole-school training will be required to undertake other relevant training.
- 11.7. The Designated Governor for safeguarding and child protection will undergo training prior to or soon after appointment to the role; this training will be updated every two years.
- 11.8. The school will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 11.9. The DSL will provide all staff with regular safeguarding and child protection updates, and changes to legislation and procedures, as required, but at least annually. The DSL will also provide relevant learning from local and national serious case reviews.
- 11.10. The school will maintain accurate records of staff induction and training.
- 11.11. The LGB recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis, and aims to provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy.

## **12. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING**

- 12.1. The school recognises that all matters relating to child protection are confidential.
- 12.2. The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- 12.3. All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
- 12.4. All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 12.5. All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 12.6. The school will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in [Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers \(HM Government, March 2015\)](#)

### **13. INTER-AGENCY WORKING**

- 13.1. The school will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the Police and Children's Social Care, in line with the DfE's statutory guidance on [Working Together to Safeguard Children](#)
- 13.2. The school will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- 13.3. The school will participate in serious case reviews, other reviews and file audits as and when required to do so by the LSCB. The school will have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

### **14. CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS, AND WORK PLACEMENT PROVIDERS**

- 14.1. The school will ensure that contractors and providers are aware of the school's safeguarding and child protection policy and procedures. Employees and volunteers provided by these organisations will use the school's procedure to report concerns.
- 14.2. Assurances will be sought that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with DfE statutory guidance, [Keeping children safe in education, September 2016](#). If assurance is not obtained, permission to work with children or use the school premises may be refused.
- 14.3. When the school commissions services from other organisations, it will ensure that compliance with the policy and procedures is a contractual requirement.

### **15. WHISTLE-BLOWING AND COMPLAINTS**

- 15.1. Children cannot be expected to raise concerns in an environment where staff members fail to do so.
- 15.2. All staff members are made aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Headteacher, the Chair of the Governors, the Designated Governor for safeguarding and child protection, or with the designated officer at the Local Authority still commonly referred to as the Local Authority Designated Officer (LADO).
- 15.3. A clear reporting procedure is in place for children, parents/carers and other people to report concerns or complaints, including abusive or poor practice.
- 15.4. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance can be found at [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing). The NSPCC whistleblowing helpline (0800 028 0285) is also available for staff who do not feel able to raise concerns regarding child protection failures internally.
- 15.5. The views of children, parents/carers and carers and staff members will be sought on child protection arrangements through surveys, questionnaires and other means.

### **16. SITE SECURITY**

- 16.1. All staff members have a responsibility to ensure the buildings and grounds are secure and for reporting concerns that may come to light.

- 16.2. The identity of all visitors and volunteers coming into school is checked. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- 16.3. The school will not accept the behaviour of any individual, parent/carer or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

## **17. QUALITY ASSURANCE**

- 17.1. The school will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.
- 17.2. The Headteacher will prepare the Safeguarding Annual Report to the Governing Body to enable Governors to review the effectiveness of the child protection and safeguarding arrangements, and in turn influence the annual review of the policy. It enables the Governing Body to monitor compliance with the Education Act 2002 Section 175, and to identify areas for improvement.

## **18. POLICY REVIEW**

- 18.1. This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
- 18.2. The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

## **19. LINKED POLICES AND PROCEDURES**

- 19.1. The following policies and procedures are relevant for the child protection and safeguarding policy and procedure.
- Anti-Bullying Policy
  - Administration of Medicines Policy
  - Attendance Policy
  - Behaviour Policy
  - Children Missing from Education Policy and Procedures
  - Complaints procedure
  - Drug and Alcohol Education Policy
  - E-safety Policy
  - Equalities Policy
  - Keeping Records of Child Protection and Welfare Concern
  - Guidance for Early Years Settings, Schools and Colleges
  - Health and Safety Policy, and other linked policies and risk assessments
  - ICT Acceptable Use Policy
  - Offsite Activities and Educational Visits Policy and risk assessments
  - Pastoral Care Policy
  - Physical Education and Sports Guidance
  - Positive Handling and Physical Intervention Policy and Guidance

- Premises Inspection Checklist
- PSHEe Policy
- Pupil Images Policy
- Recruitment and Selection Policy and procedures
- Teachers' Standards, Department for Education guidance  
<https://www.gov.uk/government/publications/teachers-standards>
- Sex and Relationship Education Policy
- Social Media Policy
- Special Educational Needs and Disabilities Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Staff code of conduct/behaviour policy
- Work Experience Handbook
- Whistle Blowing policy

## APPENDIX A

# The role of the Designated Safeguarding Lead (DSL)

The DSL has ultimate responsibility for safeguarding and child protection within the school.

### 1. MANAGING REFERRALS

- 1.1. Refer all cases of suspected abuse to the local authority Children's Social Care and to the Police if a crime may have been committed.
- 1.2. Refer cases to the Channel programme where there is a radicalisation concern as required.
- 1.3. Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- 1.4. Act as a source of support, advice and expertise to staff members on all matters of child protection and safeguarding.
- 1.5. Liaise with agencies in line with [Working Together to Safeguard Children](#) providing early help services and coordinate referrals from the school to targeted early help services for children in need of support.

### 2. WORKING WITH OTHERS

- 2.1. Liaise with the headteacher or principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- 2.2. As required, liaise with the 'case manager' (as per 6.4 of the policy above) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- 2.3. Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise.

### 3. RECORD KEEPING

- 3.1. Keep written records of child protection and welfare concerns in line with the LSCB guidance.
- 3.2. Ensure a stand-alone file is created as necessary for children with and safeguarding and child protection concerns.
- 3.3. Maintain a chronology of significant incidents for each child with safeguarding and child protection concerns.
- 3.4. Ensure such records are kept confidentially, securely and separate from the child's educational record.
- 3.5. When a child leaves the school, the DSL will make contact with the DSL at the new school and ensure that the child protection file is forwarded to the receiving school. This will be transferred separately from the main pupil file. Evidence will be retained to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent/carer elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the local council.

#### **4. UNDERTAKE TRAINING**

- 4.1. The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.
- 4.2. The DSL (and any deputies) will undertake Prevent awareness training.
- 4.3. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
  - 4.3.1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
  - 4.3.2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
  - 4.3.3. Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
  - 4.3.4. Remain alert to the specific needs of children in need, those with special educational needs and young carers;
  - 4.3.5. Are able to keep detailed, accurate, secure written records of concerns and referrals;
  - 4.3.6. Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
  - 4.3.7. Obtain access to resources and attend any relevant or refresher training courses; and
  - 4.3.8. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

#### **5. RAISE AWARENESS**

- 5.1. The DSL will:
  - 5.1.1. Ensure the school's child protection policies are known, understood and used appropriately
  - 5.1.2. Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures, and implementation of them, are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
  - 5.1.3. Ensure the child protection policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
  - 5.1.4. Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

#### **6. QUALITY ASSURANCE**

- 6.1. Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).
- 6.2. Complete an audit of the school's safeguarding and child protection arrangements as required by the Trust or the LSCB.



- 6.3. Provide regular reports, to the Governing Body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- 6.4. Take lead responsibility for remedying any deficiencies and weaknesses identified in the safeguarding and child protection arrangements.

## **7. AVAILABILITY**

- 7.1. During term time the DSL (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for the school, working with the DSL, to define what 'available' means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- 7.2. It is a matter for the school and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## APPENDIX B

# Child Protection and Safeguarding Procedures

## 1. DEFINITIONS

- 1.1. **Abuse**, including neglect, is a form of maltreatment of a child. A person may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 1.2. **Children** are any people who have not yet reached their 18<sup>th</sup> birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
- 1.3. **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
- 1.4. **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
- 1.5. **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- 1.6. **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in DfE statutory guidance [Working together to safeguard children](#) as:
  - protecting children from maltreatment;
  - preventing impairment of children's health and 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.
- 1.7. Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

## 2. CATEGORIES OF ABUSE

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

- 2.1. **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:
  - making a child feel worthless, unloved or inadequate
  - only there to meet another's needs
  - inappropriate age or developmental expectations
  - overprotection and limitation of exploration, learning and social interaction
  - seeing or hearing the ill treatment of another, e.g. domestic abuse
  - making the child feel worthless and unloved - high criticism and low warmth

- serious bullying
- exploitation or corruption

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

2.2. **Neglect** is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent/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
- ensure access to appropriate medical care or treatment

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

2.3. **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/carer or carer fabricates the symptoms of, or deliberately induces, illness in a child.

2.4. **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. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

### 3. SPECIFIC SAFEGUARDING ISSUES

- 3.1. All staff have an awareness of safeguarding issues, some of which are listed below. Staff are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- 3.2. All staff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff understand the school's policy and procedures with regards to peer on peer abuse.
- 3.3. The Governing Body will ensure that all staff read at least part one of DfE statutory guidance, [Keeping children safe in education, September 2016](#).

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 can be found on the TES website and NSPCC website. Schools can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education
- child missing from home or care

- child sexual exploitation
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- honour based violence
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

Annex A of the DfE statutory guidance, [Keeping children safe in education, September 2016](#) contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read this annex. This is referred to in Appendix C of this document (namely the Safeguarding and Child Protection Policy and Procedure).

#### **4. SELF-HARM AND SUICIDAL BEHAVIOUR**

Definition - Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

#### **5. RECOGNITION – WHAT TO LOOK FOR**

5.1. In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

5.2. In an abusive relationship, the parent/carer or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

5.3. Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

## 6. ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

6.1. All children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy (see clause 76 of DfE statutory guidance, [Keeping children safe in education, September 2016](#)).

6.2. Safeguarding allegations

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and should never be tolerated or passed off as "banter" or "part of growing up". It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

6.3. Physical Abuse:

- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- initiation/hazing type violence

Emotional Abuse:

- blackmail or extortion
- threats and intimidation

Sexual Abuse:

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation:

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts
- encouraging other children to take part in 'sexting'

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

6.4. Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

## 7. PROCESS TO FOLLOW WHEN AN ALLEGATION IS MADE

### 7.1. Process for dealing with allegations made by a pupil against another pupil

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact Children's Social Care where social workers may already be aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents/carers informed (of both the pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

### 7.2. Process for dealing with allegations against teachers, headteacher, principals, volunteers and other staff

(References to staff in this process include staff in schools, central services and volunteers)

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Relevant documents:

- Part 4 of DfE statutory guidance, [Keeping children safe in education, September 2016](#).

#### 7.2.1. Individual Staff/Volunteers/Other Adults who receive the allegation:

- a. Write a dated and timed note of what has been disclosed or noticed, said or done.
- b. Report immediately to the Headteacher.
- c. Pass on the written record.
- d. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the

Chair of Governors, contact the designated officer at the Local Authority still commonly referred to as the LADO on the same day.)

### 7.2.2. Headteacher

- a. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- b. Before taking further action, notify and seek advice from the LADO on the same day.
- c. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- d. Report to the Children's Social Care if the LADO so advises, or if circumstances require a referral.
- e. Assess immediate needs\*
- f. Ongoing involvement in cases:
  - Liaison with the LADO
  - Co-operation with the investigating agency's enquiries as appropriate.
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
  - On conclusion of a case, decide if a referral to the DBS for consideration is required (see clause 191 of DfE statutory guidance, [Keeping children safe in education, September 2016](#))

### 7.2.3. Chair of Governors (only relevant in the case of an allegation against the Headteacher)

- a. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- b. Notify the LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- c. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- d. Report to the Children's Social Care if the LADO so advises, or if circumstances require a referral.
- e. Assess immediate needs\*
- f. Ongoing involvement in cases:
  - Liaison with the LADO
  - Co-operation with the investigating agency's enquiries as appropriate.
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
  - On conclusion of a case, decide if a referral to the Disclosure and Barring Service (DBS) for consideration is required (see clause 191 of DfE statutory guidance, [Keeping children safe in education, September 2016](#))

\* The Headteacher or Chair of Governors will consider carefully whether the circumstances warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking this step (refer to the school's disciplinary procedures and seek advice from the HR advisor).

### **7.3. Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child**

#### **7.3.1. General**

- a. The LSCB procedures contain the inter-agency processes, protocols and expectations for safeguarding children. The DSL is expected to be familiar with these, particularly the referral processes.
- b. It is important that all parties act swiftly and avoid delays.
- c. Any person may seek advice and guidance from Children's Social Care particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- d. Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- e. In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents/carers and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents/carers' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

#### **7.3.2. Individual Staff/Volunteers/Other Adults – main procedural steps**

- a. When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- b. As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the DSL in the school.
- c. If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the LADO to seek advice.
- d. If the allegation is about the Headteacher, the information should be passed to the Chair of Governors or the LADO.
- e. If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

#### **7.3.3. Designated Safeguarding Lead (DSL) – Main Procedural Steps**

- a. Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see paragraph 9 on Record Keeping).
- b. Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from Children's Social Care.
- c. Share information confidentially with those who need to know.
- d. Where there is a child protection concern requiring immediate and same day intervention from Children's Social Care should be contacted immediately by phone. Written confirmation should follow within 24 hours on the appropriate



form. All other referrals should be made firstly through a telephone conversation with Children's Social Care and then by following up with the online form, where requested so to do.

- e. If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents/carers must be informed that the child has been taken to hospital.
- f. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from Children's Social Care (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the social worker or police take responsibility. If in these circumstances a parent/carer arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, then Children's Social Care should be updated and the police should be contacted immediately.

## 8. DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection incident/welfare concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

## 9. DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DSL

- 9.1. In general, you should always discuss any concerns the school may have with the child's parents/carers. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 9.2. **If you make a decision not to discuss your concerns with the child's parents/carers or carers** this must be recorded in the child's child protection file with a full explanation for your decision.

- 9.3. **It is important to consider the child's wishes and feelings**, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
- 9.4. When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.
- 9.5. How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.6. If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 9.7. **It is expected that you discuss your concerns with the parents/carers and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.**
- 9.8. **You do not need the parents/carers' consent to make a referral if you consider the child is in need of protection**, although parents/carers will ultimately be made aware of which organisation made the referral.
- 9.9. If parents/carers refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.
- 9.10. **If you decide to refer the child without the parents/carers' consent, make sure to record this with a full explanation of your decision.**
- 9.11. When you make your referral, you should agree with Children's Social Care what the child and parents/carers will be told, by whom and when.

## 10. INFORMATION SHARING AND CONSENT

- 10.1. Guidance on information sharing and consent is contained in [Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers \(HM Government, March 2015\)](#)
- 10.2. It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.
- 10.3. The school may have to share information about parents/carers or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.
- 10.4. The school will seek out information as well as sharing it. This means checking with other professionals whether they have information that helps ensure the school is as well informed as possible when working to support children.
- 10.5. The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
- 10.6. Any concerns should be shared with parents/carers at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents/carers need to know what the school's responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.
- 10.7. It is helpful to get consent from parents/carers (or the child, if they have sufficient understanding) to share information, if possible. Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. All people aged 16 and over are presumed, in law, to have the capacity to give

or withhold their consent, unless there is evidence to the contrary. The school does **not need consent if there are serious concerns about a child's safety and well-being. If information is shared without consent, it should be recorded with a full explanation of the decision.**

- 10.8. **Consent should not be sought from parents/carers or carers (or the child, if they have sufficient understanding), if:**
- it would place a child at increased risk of harm; or
  - it would place an adult at risk of serious harm; or
  - it would prejudice a criminal investigation; or
  - it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
  - required by law or a court order to share information.
- 10.9. **Consent is not necessary** in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with children's social Care; staff members must make sure to record what information has been shared.
- 10.10. **Consent is necessary, for:**
- Children's social care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's social care will assume that the school has obtained consent from the parents/carers to share information unless informed that there is a specific issue about consent. This must be discussed with a social worker in the Duty and Assessment Team.
  - Early help assessments. Assessments are undertaken with the agreement of the child and their parents/carers.
- 10.11. If there is doubt about the need for seeking consent, advice should be sought from the DSL or from the Children's Social Care Duty and Assessment Team.
- 10.12. A record of a decision to share information, with or without consent, should be kept and the reasons for it.

## 11. RECORD KEEPING

- 11.1. Good record keeping is an important part of the school's accountability to children and their families and will help meet a key responsibility to respond appropriately to welfare concerns about children.
- 11.2. Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children, and enable informed and timely decisions about appropriate action to take.
- 11.3. All staff members, governors, volunteers, contractors and activity providers should ensure that they record and report safeguarding concerns in line with guidance from the LSCB.
- 11.4. The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

## 12. PROFESSIONAL CHALLENGE AND DISAGREEMENTS

- 12.1. Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, it may be necessary to challenge one another's practice.

- 12.2. The culture within the school enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the DSL, the Headteacher, the Chair of Governors, the Designated Governor for safeguarding and child protection or with the LADO.
- 12.3. Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.
- 12.4. If there are any professional disagreements with practitioners from other agencies, the DSL, or the Headteacher will raise concerns with the relevant agency's safeguarding lead.
- 12.5. If the school disagrees with the Child Protection Conference Chair's decision, the DSL or the Headteacher will consider whether they wish to challenge it further and raise the matter with the Children's Social Care Head of Safeguarding.

### 13. SAFER RECRUITMENT

- 13.1. The school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.
- 13.2. Job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.
- 13.3. All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with DfE statutory guidance, [Keeping children safe in education, September 2016](#)
- 13.4. A section 128 direction, referred to in paragraph 99 of DfE statutory guidance, [Keeping children safe in education, September 2016](#), will be processed for all governors or any members of staff in a management position.
- 13.5. At least one member on every short listing and interview panel will have completed safer recruitment training. The Headteacher is responsible for ensuring that safer recruitment training is kept up to date.
- 13.6. The Headteacher and the Designated Governor for safeguarding and child protection are responsible for ensuring that the **single central record** is accurate and up to date.

## APPENDIX C

### Further information

#### 1. A CHILD MISSING FROM EDUCATION

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents/carers, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the [Children Missing Education](#) guidance.

#### Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents/carers to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, **all** schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the [Children Missing Education](#) guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

**It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.**

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

## Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice [Enrolment of 14 to 16 year olds in full time further education](#). The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

## 2. CHILD SEXUAL EXPLOITATION

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

## 3. SO-CALLED 'HONOUR BASED' VIOLENCE

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the [Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

### Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>80</sup> that requires a different approach (see following section).

## FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

## Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk).

## Indicators that FGM May Have Already Taken Place

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman receives the care and support she needs to deal with its effects
- enquiries can be made about other female family members who may need to be safeguarded from harm; and/or
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those who have broken the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- a girl or woman asks for help;
- a girl or woman confides in a professional that FGM has taken place;
- a mother/family member discloses that female child has had FGM;
- a family/child is already known to social services in relation to other safeguarding issues;
- a girl or woman has difficulty walking, sitting or standing or looks uncomfortable;



- a girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
- a girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl or woman has frequent urinary, menstrual or stomach problems;
- a girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
- there are prolonged or repeated absences from school or college (see 2015 guidance on children missing education);
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- a girl or woman is reluctant to undergo any medical examinations;
- a girl or woman asks for help, but is not explicit about the problem; and/or
- a girl talks about pain or discomfort between her legs.

***Remember: this is not an exhaustive list of indicators.***

If any of these indicators are identified professionals will need to consider what action to take. If unsure what action to take, professionals should discuss with their named/DSL.

#### **Risk Factors:**

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during a first pregnancy.

Given the hidden nature of FGM, individuals from communities where it takes place may not be aware of the practice. Women and girls who have undergone FGM may not fully understand what FGM is, what the consequences are, or that they themselves have had FGM. Given this context, discussions about FGM should always be undertaken with appropriate care and sensitivity.

It is believed that FGM may happen to girls in the UK as well as overseas. Girls of school age who are subjected to FGM overseas are likely to be taken abroad (often to the family's country of origin) at the start of the school holidays, particularly in the summer, in order for there to be sufficient time for her to recover before returning to school.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM. Potential risk factors may include:

- a female child is born to a woman who has undergone FGM;
- a female child has an older sibling or cousin who has undergone FGM;
- a female child's father comes from a community known to practise FGM;
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- a woman/family believe FGM is integral to cultural or religious identity;
- a girl/family has limited level of integration within UK community;
- parents/carers have limited access to information about FGM and do not know about the harmful effects of FGM or UK law;

- a girl confides to a professional that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’;
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent
- parents/carers state that they or a relative will take the girl out of the country for a prolonged period;
- a parent/carer or family member expresses concern that FGM may be carried out on the girl;
- a family is not engaging with professionals (health, education or other);
- a family is already known to social care in relation to other safeguarding issues;
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it is important to take into account the context of the discussion;
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- a girl is unexpectedly absent from school;
- sections are missing from a girl’s Red book; and/or
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

***Remember: this is not an exhaustive list of risk factors.***

There may be additional risk factors specific to particular communities. For example, in certain communities FGM is closely associated to when a girl reaches a particular age.

If any of these risk factors are identified professionals will need to consider what action to take. If unsure whether the level of risk requires referral at this point, professionals should discuss with their named/DSL.

**If the risk of harm is imminent, emergency measures may be required.**

#### **4. PREVENTING RADICALISATION**

Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

##### **Prevent**

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents/carers/the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child’s parents/carers in line with the individual school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents/carers with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

### **Channel**

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel guidance](#). An elearning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to

being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

## 5. ONLINE SAFETY

- 5.1. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety is taken by the school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.
- 5.2. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
  - content: being exposed to illegal, inappropriate or harmful material
  - contact: being subjected to harmful online interaction with other users
  - conduct: personal online behaviour that increases the likelihood of, or causes, harm

### 5.3. Filters and monitoring

The school takes all reasonable steps to limit children's exposure to the above risks from the school's IT system. As part of this process the school has appropriate filters and monitoring systems in place. Whilst considering our responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, the school considers the age range of its pupils, the number of pupils, how often they access the school's IT system and the proportionality of costs vs risks. (The appropriateness of any filters and monitoring systems are a matter for the school and will be informed in part by the risk assessment required by the Prevent Duty).

The UK Safer Internet Centre has published guidance as to what 'appropriate' might look like - [UK Safer Internet Centre: appropriate filtering and monitoring](#)

Guidance on e-security is available from the National Education Network-NEN. Buying advice for schools is available here-buying for schools. Whilst filtering and monitoring are an important part of the online safety picture for schools to consider, it is only one part. The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school will carefully consider how this is managed on their premises.

Whilst it is essential that appropriate filters and monitoring systems are in place; the school will be careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

### 5.4. Staff training

The school will ensure that as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

#### 5.5. Information and support

The following is available to support the school in keeping children safe online:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[www.educateagainsthate.com](http://www.educateagainsthate.com)

[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

## 6. CHILDREN STAYING WITH HOST FAMILIES

### 6.1. Private fostering and educational institutions

Schools and colleges quite often make arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. This might happen, for example, but not only, as part of a foreign exchange visit or sports tour. Such arrangements could amount to “private fostering” under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both. The following paragraphs are not intended to be a comprehensive guide to all the circumstances in which private fostering may arise, but only to those situations which might arise for schools and colleges through the normal course of their activities in promoting learning activities for children.

### 6.2. DBS check request by a regulated activity provider

Where a private fostering arrangement is made by a school or college or a third party such as a language school and the school, college or third party has the power to terminate the arrangement, then it could be the regulated activity provider for the purposes of the Safeguarding Vulnerable Groups Act 2006. A regulated activity provider will be committing an offence if they allow a person to carry out a regulated activity whilst barred and they know or have reason to believe that the person was barred. Where the school or college is the regulated activity provider, it should request a DBS enhanced check (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves, this will be a private matter between the child’s parents and the host parents and in these circumstances the school will not be the regulated activity provider.

### 6.3. LA notification when private fostering is discovered

Where schools and colleges have not been involved in making the arrangement but a member of staff or volunteer at a school or college becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person’s home, they should raise this in the first instance with the designated senior person for child protection. The school or college should notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child. If the school or college has any reason to believe that the third party is failing to undertake a statutory duty they should notify the police.

Schools and colleges arranging for their children to stay with families overseas should be aware that the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. Schools and colleges should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. If they wish, local authorities and schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country.