

# Bishop Rawstone Church of England Academy

## SAFEGUARDING AND CHILD PROTECTION POLICY

**Aspire Believe Achieve**

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

**Review date:** November 2016

**Next review date:** November 2017

**Reviewed by:** Mr P Almond

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**Date approved by FGB : 13 December 2016**

Designated Safeguarding Lead (DSL) for Child Protection: Mr P Almond last trained 15<sup>th</sup> December 2014

Deputy DSL's Mr P Cowley, Mr A Duckworth, Miss E Palmer all last trained 15<sup>th</sup> December 2014 and Mr T Sixsmith and Mrs G Loveday who were both last trained 11<sup>th</sup> December 2015

Designated governor for child protection is Mrs K Cooper who was last trained on 9<sup>th</sup> May 2016

CLA named leader is Mr P Almond

Designated governor for CLA is Mrs K Cooper

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## **1. KEY OBJECTIVE**

To protect children from maltreatment, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and have the best outcomes.

## **2. RATIONALE**

If children and young people are to achieve academically, socially and emotionally it is essential that their basic needs for safety and protection are met. All children have a fundamental right to be protected from harm, to be kept safe and their welfare promoted. Everyone who comes into contact with children and their families has a role to play in safeguarding children.

## **3. STATEMENT OF INTENT**

3.1 This policy, which applies to and is adopted by the Academy (“school”), applies to all adults, including volunteers, working in or on behalf of the school.

3.2 Everyone working in or for the school shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting and any off site provision
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the school setting
- supporting the work of social care, the police, health services and other services to promote the welfare of students and protect them from harm

3.3 As part of our safeguarding ethos, the school encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The school ensures that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils.

## **4. SCHOOL COMMITMENT**

This school is committed to Safeguarding and promoting the welfare of all of its children. Each child’s welfare is of paramount importance. The school’s role in supporting students’ needs is clearly recognised in “Every Child Matters” outcomes. All staff should be alert to possible safeguarding concerns being raised in this school. We have a duty of care. We recognise that safeguarding incidents could happen anywhere and some children *may* be especially vulnerable to abuse. We will always take a considered and sensitive approach in order that we can support all of our children.

This policy recognises a child as a young person up until they leave the school. All aspects of the policy must be used with the age of the child in mind, making sure any decisions or actions are 'age appropriate' and 'developmentally appropriate'. Working protocols may differ to take account of 'age appropriate'.

## **5. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**

### **5.1 Safer Recruitment and Selection**

The school pays full regard to current DfE guidance 'Keeping Children Safe in Education' (September 2016). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate Disclosure and Barring Service checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- a Disclosure and Barring Services (DBS) Enhanced Disclosure with barred list information is obtained for all new appointments to our school's workforce through staffing personnel and payroll. This includes volunteers, school Governors and Trust Members.
- all new teaching appointments to our school workforce will be subject to an additional check to ensure they are not prohibited from teaching
- school is committed to keep an up-to-date single central record detailing a range of checks carried out on our staff, volunteers and school Governors
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made
- Key Governors and the staff have undertaken Safer Recruitment training, one of the named persons will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### **5.2 Safe Practice**

Our school will comply with the current Safe Practice guidance 'DCSF – Guidance for Safer Working Practice for Adults who work with Children and Young People in Education settings' (2009)

Safe working practice ensures that children are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- involve other appropriate colleagues when dealing with situations that may be open to misinterpretation;
- discuss and/or take advice from SLT over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards to all children
- are aware of confidentiality guidance
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **5.3 Safeguarding Information for children**

All students in our school are aware of a number of staff whom they can talk to. The school is committed to ensuring that children are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All children know that we have senior members of staff with responsibility for child protection and know who these are. In addition there are other members staff who they can approach with any concerns, a team approach is good practice. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. The wider curriculum enables safeguarding information to be shared with children to enable themselves to keep safe and make informed decisions.

Through assemblies, tutor time, lessons, group work and individual support our school will ensure that children are made aware that safeguarding information can be found in many places e.g. leaflets, posters, help lines, websites.

At times staff will signpost children to relevant web information or to specialist services.

School consults with and listens to children/ groups of children regarding whole school Safeguarding issues/concerns and responds accordingly. (e.g. student surveys, Student Council).

### **5.4 Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. The school newsletter and website are some methods school uses to keep parents informed.

Parents can report concerns to an appropriate member of school staff or directly to a member of the safeguarding team.

The school will share with parents any concerns the school may have about their child unless to do so may place a child at risk of harm.

The school is committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child, applying the paramountcy principle (Children Act 1989).

We believe that it is essential to work in partnership with parents and carers and we endeavour to keep parents/carers abreast of their child's progress at school, including any concerns about their progress or behaviour. However, we also need to maintain a balance so that children can share any concerns and ask for help when they need it and a duty of confidence may be owed to a child in their own right. Where a student does discuss a difficult personal issue with a member of staff, they will be encouraged to discuss the matter with their parents or carers and be supported to do so where it is appropriate.

In spite of this approach, some students may, for various reasons, at first feel unable to involve their parents. Under these circumstances the school has in place a system whereby staff can offer students help in a limited 'confidential' way. This could involve referring a student to a health professional without informing his or her parents. Staff will always record their reasons for or against breaching confidentiality and will use the "Gillick competency" and 'Fraser guidelines' as a point of reference.

## **5.5 Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Local Authority Safeguarding Children Board. There is a joint responsibility for all agencies to share information to ensure the safeguarding of all children, as detailed in 'Working together to Safeguard Children' March 2015).

## **5.6 School Training and Staff Induction**

Records of all Safeguarding Training is kept centrally and is available on request

### *5.6.1. Designated Safeguarding Lead and nominated Deputies*

The school's Designated Safeguarding Lead and nominated deputies undertake the appropriate Local Authority Safeguarding and Child Protection training commensurate with their level of responsibility and complete refresher training at 2 yearly intervals.

### *5.6.2. The Headteacher and all other school staff.*

The Headteacher and all other school staff, including non-teaching staff, undertake appropriate training to equip them to carry out their responsibilities for Safeguarding and Child Protection effectively, which is kept up to date by regular refresher training which is deemed to be good practice

### 5.6.3. *New Staff*

New staff receive Safeguarding and Child Protection training as a part of their induction.

### 5.6.4. *Associate Teachers*

Associate teachers receive Safeguarding and Child Protection training as part of their induction.

### 5.6.5 *Governors*

All key Governors undertake appropriate Safeguarding and Child Protection training which is deemed as good practice. Nominated Governors will undertake Local authority training for their role as Lead Governors for Safeguarding.

### 5.6.6 *Staff Induction*

All staff (including temporary staff and volunteers) are provided with the school's 'Safeguarding children Staff information overview'. This includes details of the Designated Safeguarding Lead and other Safeguarding staff.

They are also provided with access to the school's safeguarding policy, the school's discipline policy and the written Code of Staff Conduct.

They are also provided with the most up to date 'Keeping Children Safe in Education' summary report.

## **5.7 Support, Advice and Guidance for Staff**

### 5.7.1 *Staff*

Staff will be supported by the school and professional associations (where a member of staff is a member of a professional association).

### 5.7.2 *The Designated Safeguarding Lead*

The Designated Safeguarding Lead will be supported by the Headteacher and the School Governor who has responsibility for Safeguarding.

### 5.7.3 *Reference Documents*

Relevant safeguarding documents can be found on the school intranet and the LA Safeguarding Children Board website.

The Documents include:

- Working Together to Safeguard Children March 2015
- Keeping Children Safe in Education September 2016
- Safer Working Practice for Adults who work with Children and Young People in Education Settings, March 2009

- What to do if you are worried a child is being abused, March 2015
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015

#### 5.7.4 Advice for the Safeguarding Lead and team

Advice is available from Children’s Social Care, Local Authority Safeguarding Unit and the Police.

#### 5.7.5 Advice for Staff and volunteers

Advice for staff is available from the Safeguarding Lead or a member of the Safeguarding Team.

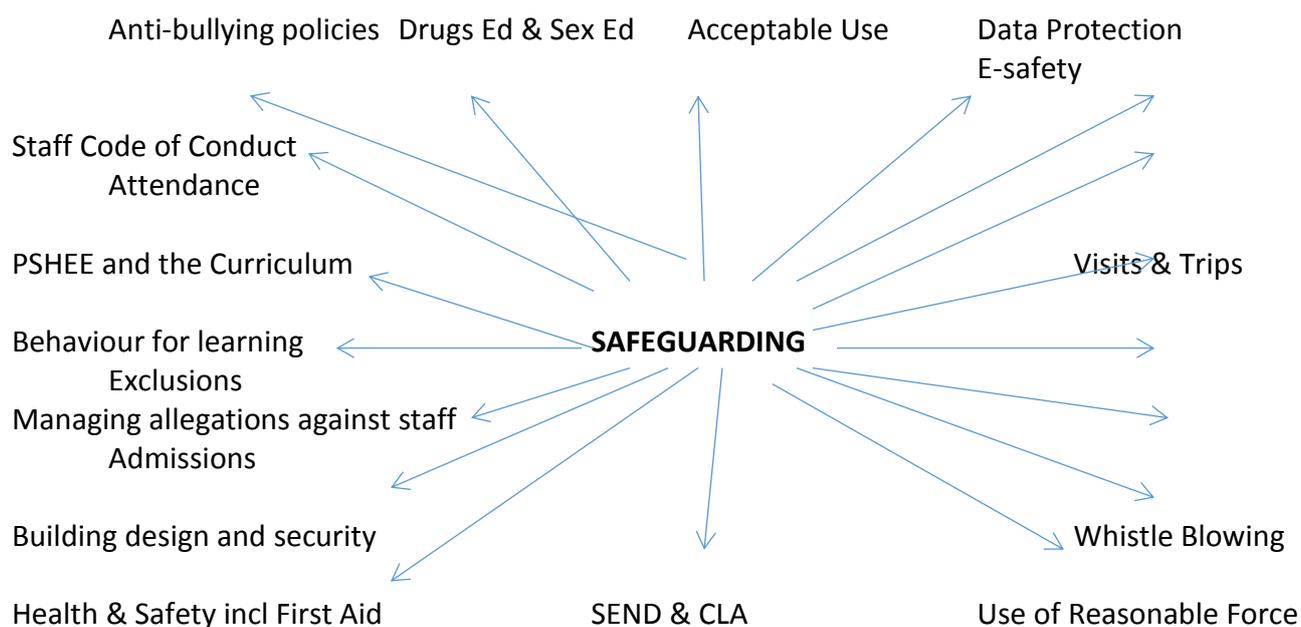
### 5.8 Related School Policies

#### 5.8.1 Context of associated policies

Safeguarding children is a wider brief than Child Protection. It also encompasses issues such as student health and safety and bullying. There are a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

#### 5.8.2 Associated Policies

Safeguarding is inherent within many school policies and protocols and this should be taken into consideration when using this Safeguarding and Child Protection policy. The following are examples of such associated policies and protocols (however, this list is NOT exhaustive):



### 5.8.3 Children Missing from Education

The school follows the LA procedures “Children Who May Be Missing/Lost From Education”. Where children on roll at the school do not attend for schooling, the school will follow the guidance given in the school’s attendance policy and then refer to the Children Missing Education team and the school will be advised by them or the ESW Service that they can take the child off roll (normally after 4 weeks).

### 5.8.4 Confidentiality

- School has regard to Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015

*‘Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor in many serious case reviews has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action.’*

Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration.

Staff adhere to the school’s confidentiality policy. Any child protection concerns must be kept strictly confidential and shared on a ‘need to know’ basis only.

The importance that children place in confidentiality is recognised and the need to make sure it is not breached where the child is not at risk must be considered. However, confidentiality has never been absolute and staff must balance this against the need to safeguard children at all times.

The safety, well-being and protection of children is the paramount consideration in all decisions staff make about confidentiality.

## 5.9. Student Information

The school will endeavour to keep up-to-date and accurate information in order to keep children safe and provide appropriate care for them. The school requires accurate and up-to-date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of persons specifically NOT authorised to collect the child from school
- any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on a CP, CIN, CAF or any other related plan
- name and contact detail of G.P.
- details of any private fostering arrangements made for a child

- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information in accordance with Data Protection.

CP/safeguarding records are kept securely and separate from children's regular school records/file.

## **6. ROLES and RESPONSIBILITIES**

### **6.1 School Governing Body**

The Governing Body will ensure that the school has a Safeguarding and Child Protection policy and procedures in place that are in accordance with DfES and locally agreed inter-agency procedures, and the policy is made available on the school website;

- the school has a written Code of Staff Conduct in place;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children and school Governors;
- there is at least one person on every recruitment panel that has completed Safer Recruitment training;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures;
- senior members of the school's leadership team are designated to take lead responsibility for safeguarding and child protection (and deputy);
- staff undertake appropriate safeguarding and child protection training;
- all key Governors undertake appropriate safeguarding and CP training (good practice);
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher;
- where services or activities are provided on or off the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- the school's safeguarding and child protection policies and procedures are available on the school's website or by other means;
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged;
- consideration is given as to how children may be taught about safeguarding.

### **6.2 The Headteacher**

The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff;

- sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities effectively
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

### **6.3 Designated Safeguarding Lead**

The Designated Safeguarding Lead will:

#### *6.3.1 Managing referrals*

- refer cases of suspected abuse or allegations to the relevant investigating agencies, Children’s Social Care, Police or the LADO/ DO;
- Liaise with the Headteacher to inform him/her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- act as a source of support, advice and expertise within the educational establishment;
- ensure there is always cover for this role.

#### *6.3.2 Training*

- receive appropriate training carried out every 2 years;
- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how LA Safeguarding Children Board operates, the conduct of 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;
- ensure that all staff have access to and understand the school’s Safeguarding and child protection policy and written Code of Staff Conduct;
- ensure that all staff are made aware of the safeguarding systems in place and provided with details of the Designated Safeguarding Lead during induction training;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- ensure that all staff are made aware of their responsibility to provide a safe environment in which children can learn and the responsibility to identify children who are, or are likely to, suffer significant harm and take appropriate action;
- keep detailed, accurate secure written records of concerns, referrals and actions;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

#### *6.3.3 Raising Awareness*

- ensure the Safeguarding and child protection policy is updated and reviewed annually and work with the Governing Body and Trust regarding this;

- ensure that the Safeguarding and child protection policy is available publicly;
- ensure parents are made aware of the Safeguarding and child protection policy which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of the school in this to avoid conflict later;
- where a child leaves the school, ensure the child protection file is copied for the new school as soon as possible and transferred to the new school separately from the main student file.
- if a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Attendance and Behaviour service.

#### **6.4 Senior Leadership Team**

The Senior Leadership Team will:

- fully support the Designated Safeguarding Lead to ensure statutory safeguarding guidance is adhered to;
- pay full regard to Safeguarding and Child Protection when developing policy and protocols within their given role.

#### **6.5 Staff and volunteers**

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the Designated Safeguarding Lead of any concerns

### **7. CHILD PROTECTION**

**7.1 Identifying** - Children And Young People Who May Be Suffering Significant Harm  
Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

#### **Definitions:**

**7.1.1 Child:** As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

**7.1.2 Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

- 7.1.3 *Abuse* is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.
- 7.1.4 *Physical Abuse* may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.
- 7.1.5 *Sexual Abuse* involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- 7.1.6 *Emotional Abuse* is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- 7.1.7 *Neglect* is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
- provide adequate food and clothing, 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 caretakers)
  - ensure access to appropriate medical care or treatment.

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

Table 7.1 Some possible signs and symptoms of abuse and neglect

INDICATORS	Physical Abuse	Sexual Abuse	Emotional Abuse	Neglect
<b>Injury to the child's body or other physical indicators</b>	Hand slap marks, twin bruising on the cheeks, grip marks, dipping scalds or bite marks.	Bruising on the buttocks, breast, lower abdomen or thighs.	Stunted growth and failure to thrive may result from emotional abuse.	Low weight for height, poor skin tone.
<b>The child's behaviour</b>	Fearful reactions to parental disapproval "frozen watchfulness". Erratic attendance.	Sexually explicit behaviour, compulsive masturbation.	Over passivity or hyperactivity.	Voracious appetite, "frozen watchfulness".
<b>Emotional and psychological reactions</b>	Poor attention at school, and failure to reach potential.	Loss of self-esteem.	Loss of self-esteem, feelings of worthlessness. Erratic attendance	Listlessness, failure to develop normally due to lack of stimulation.
<b>Indirect signs</b>	Unwillingness to undress in front of others.	Bedwetting, running away from home, stomach pains.	Unkempt appearance, nightmares.	Under-achievement at school.

See further, more detailed guidance from local Safeguarding Children Board

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

7.1.9 *Female Genital Mutilation (FGM)*: professionals in all agencies, individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a

child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM.

Professionals should note that girls at risk of FGM may not be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

*Table 7.2 Some possible signs and symptoms of CSE and FGM*

<b>INDICATORS</b>	<b>Child Sexual Exploitation (CSE)</b>	<b>Female Genital Mutilation (FGM)</b>
<b>Injury to the child’s body or other PHYSICAL indicators</b>	Evidence of self harm	Difficulty walking, sitting or standing
<b>The child’s behaviour</b>	Inappropriate sexual behaviour, changes in the way they dress. Unexplained changes in behaviour (chaotic, aggressive sexual)	Repeat or prolonged absences from school with noticeable behaviour changes
<b>Emotional and psychological reactions</b>	Mood swings, volatile behaviour and emotional distress. Self-harming/suicide attempts	Withdrawal or depression
<b>Indirect signs</b>	Repeated pregnancy or abortions in girls, unexplained gifts	Longer time spent in toilet (due to urinating problems) or reluctance to undergo routine medical examinations

**7.1.10 Forced marriage** is a crime, a form of domestic abuse and is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

**7.1.11 Honour-based violence:** The terms “honour crime” or “honour-based violence” or “izzat” embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or the community. They are being punished for actually or

allegedly undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the “shame” or “dishonour” of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/ or collusion from family and community members. Victims could have multiple perpetrators and not only in the UK.

*7.1.12 Preventing radicalisation:* All staff will have due regard to the need to prevent children from being drawn into terrorism and radicalisation and will follow ‘the Prevent duty’ as detailed in The Counter-Terrorism and Security Act 2015.

## **7.2 Taking Action** - To ensure that children are safe at school and at home

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Any safeguarding concerns should be communicated to the Designated Safeguarding Lead, or deputy. Accordingly all concerns regarding the welfare of children will be recorded and discussed with the Designated Safeguarding Lead, or one of the deputies prior to any discussion with parents.

**\*\***In the absence of the Designated Safeguarding Lead or one of the deputies if at any point there is a risk of immediate serious harm to a child, a referral should be made direct to children’s social care and/or the police immediately. Any staff member can make a referral.

*“Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children’s social care.”*

*Keeping Children Safe in Education September 2016*

### *7.2.1 Staff must immediately report:*

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child’s presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any disclosure regarding any form of abuse

### 7.2.2 *other issues that must be reported:*

- any self-harming behaviour
- suicidal thoughts
- eating disorders
- sexual or sexually related activity including 'sexting'
- children seeking advice about contraceptives
- accessing / possession of pornographic material

### 7.2.3 *Responding to Disclosure*

Disclosures or information may be received from children, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Arrangements to ensure that students with communication difficulties are enabled to express themselves to a member of staff with appropriate skills are organised with the SENCO and Designated Safeguarding Lead.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make an immediate record.

### Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

### Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the child/ adult disclosing does not have to speak to another member of school staff
- clarify the information
- observe injuries where possible. A child might choose to show an injury, this is acceptable however staff must not ask a child to remove or adjust their clothing
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- try not to show signs of shock, disgust, or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively that they have a responsibility to refer the information to the Designated Safeguarding Lead or nominated deputy and explain why they need to do this.
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- tell the child that they're glad they have been told, that the child has done the right thing even though they have recognised how difficult it can be to tell

Staff will then:

- record what has been said by the child immediately afterwards using the child's exact words where possible
- take note of all other information received, make a note of the child's demeanour and record the child's wishes and feelings
- record detail of any injuries that could be indicative of abuse or neglect on the school referral/ concern form (see appendix 5a and b)
- record all information on the appropriate school referral/concern form no later than 24hrs after the disclosure. Keep any original notes and pass to the Designated Safeguarding Lead or deputy along with the written record for central storage

#### *7.2.4 Action by the Designated Safeguarding Lead (or other Safeguarding Lead in their absence)*

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection, CIN or other plan
- discussing the matter with other agencies involved with the family
- whether the child or family would benefit from co-ordinated support from more than one agency and, if so, arrange an appropriate assessment
- consulting with appropriate persons e.g. Children's Social Care, police
- the child's wishes and feelings

Then decide:

- to follow the guidelines for Section 17 or Section 47 referrals
- wherever possible, to talk to parents, unless to do so may place a child at an increased risk of significant harm, impede any existing police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children's Social Care because a child is suffering or is likely to suffer significant harm, and if this needs to be undertaken immediately, for example when sexual abuse is suspected or disclosed, or where fabricated or induced illness is suspected

**OR**

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children's Social Care will be accompanied by a Local Authority standard referral form.

### *7.2.5 Action following a child protection referral*

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conferences, or Child in Need meetings
- if the child or children are placed on a Child Protection or Child in Need Plan, contribute to the Plan and attend any subsequent meetings.
- where possible, share reports with parents (and children if appropriate) prior to meetings
- when in disagreement with a decision made regarding a referral consider 'escalation'
- contact the Children's Social Care Duty Officer immediately if a written response by Children's Social Care is not received within 3 working days
- where a child on a Child Protection or Child in Need plan moves from the school or goes missing, immediately inform the key worker in Children's Social Care

### *7.2.6 Recording*

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher, Designated Safeguarding Lead and the deputies. However, indication of this file's existence should be marked on the pupil's file. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 25th birthday.

### *7.2.7 Supporting the Child and Partnership with Parents*

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst school may, on occasion, need to make referrals without consultation with parents, every effort will be made to maintain a positive working relationship with them whilst fulfilling duties to protect any child
- School will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

- School will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child

## **8. ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF SCHOOL (INCLUDING VOLUNTEERS)**

### **8.1 Allegation**

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the LA Safeguarding Children Board procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher. Whilst we acknowledge such allegations, (as all others), may be false, malicious or unsubstantiated, we also acknowledge they may be substantiated. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

### **8.2 Initial Action**

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher/Designated Safeguarding Lead and make a record
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the ‘Headteacher’
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher will consult with the Local Authority Designated Officer/ Designated Officer (LADO or DO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Children’s Social Care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of students, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation.

### **8.3 Concerns**

Any concerns pertaining to the conduct (regarding children) of any person working in or on behalf of the school should be discussed with the Principal (In accordance with Safeguarding Children in Education March 2015 and July 2015)

## Appendix 1- CONTACTS

### Safeguarding In Education Advice Lancashire

Jenny Ashton  
Schools Safeguarding Officer  
Safeguarding, Audit and Inspection  
Lancashire County Council  
PO Box 61  
County Hall  
Preston  
PR1 8RJ  
01772 531196

### Local Authority Designated Officer (LADO)

Tim Booth  
Local Authority Designated Officer (LADO)  
01772 536694

### Child Welfare Concerns/Referrals

Emergency Duty Team

0300 123 6720  
0300 123 6722

### Police Public Protection Units (PPU)

Preston  
Blackpool  
Accrington (covers Blackburn with Darwen)  
Lancaster  
Ormskirk / West Lancs  
Outside office hours (all areas)

01772 209688 / 209682  
01253 404080 / 404099  
01254 353082 / 353077  
01524 596758 / 496764  
01695 466335  
0845 125 3545

### Other

NSPCC whistle-blowing line  
ChildLine  
Domestic abuse national helpline (24 hrs)  
Lancashire County Council confidential helpline

0808 800 5000  
0800 11 11  
0808 2000 247  
01772 532500

## Appendix 2 – Reference Documents

Keeping Children Safe in Education (DfES September 2016)

Working Together to Safeguard Children (DfES 2015)

What to do if you're worried a child is Being Abused (DfES2015)

Guidance for Safe Working Practice for the Protection of Children and Staff in Education Setting (DfES 2009)

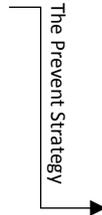
Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (March 2015)

## The Prevent Agenda

2003: Counter Terrorism Strategy called **Contest** is developed (updated in July 2011). Has 4 Strands:

- Prepare (for terrorist attacks)
- Protect (the public from terrorism)
- Prevent (involvement in terrorist activity)
- Pursue (terrorists)

*It is not illegal to have extreme views or express them. It is illegal to use violence to express your views or encourage others to do so.*



### The Prevent Strategy has 3 main objectives

Respond to the ideological challenge of terrorism and the threat from those who promote it

Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support

Work with sectors where there is a risk of radicalisation that we need to address

Further info. On the Prevent Duty:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

### The Prevent Duty (July 2015)

As an organisation working with young people who may be vulnerable to violent extremism and radicalisation, we now have a legal duty to help prevent people from being drawn into terrorism. This duty is called the Prevent Duty. It is regarded as a safeguarding issue and as such is monitored by Ofsted during school inspections.

There are 5 main things that individuals need to understand about the new Prevent Duty:

- Consider preventing extremism and radicalisation as part of your normal safeguarding duties
- Be willing to challenge ideologies that support terrorism
- Be able to recognise the signs of radicalisation
- Know what support is available and how to find further information

- Be confident about making a referral if you have concerns

**Although preventing violent extremism and radicalisation may seem far removed from how you view your usual role, the issue of safeguarding won't be unfamiliar to you. Looking at these issues as part of the normal safeguarding measures will help you to ensure that you fulfil your role.**

Extremism: promoting or acting on extreme beliefs that are linked with violence

Radicalisation: Promoting and acting on extreme, violent beliefs

### **Understanding our roles and responsibilities in relation to the Prevent Strategy**

It is essential that individuals working within an organisation know their roles and responsibilities in relation to preventing violent extremism and radicalisation. However it is important to remember that preventing extremism is a team effort an ultimately an organisational responsibility.

There are 7 main things that organisations need to know about the Prevent Duty:

- **Risk assessments:** Understanding how and where vulnerable people can be put at risk of violent extremism and radicalisation, is the first step in addressing these issues. Organisations and individuals affected by the Prevent Duty are required to carry out risk assessments to help them understand how to protect vulnerable young people. By making use of risk assessments you can help yourself to recognise if and when you need to report a concern.
- **Policies and procedures:** As with other safeguarding concerns, systems need to be put in place to show people how to respond to any risks that they identify
- **Staff training:** Developing an awareness of the Prevent Duty, how to respond to concerns, and how to identify someone at risk from violent extremism and radicalisation, is an essential part of meeting your legal obligation
- **IT access must be safe:** Violent extremists promote their messages through the internet and social media. Whilst vulnerable people must be given access to online information, it is important to protect them from exposure to violent extremist material.
- **Monitoring and enforcement:** Ofsted will monitor and enforce the Prevent Duty
- **Knowledge is the key:** Prevention of extremism and radicalisation is a specialist field that is rapidly evolving, so keeping up to date with developments is important
- **Support is available:** Knowing who to talk to and where to access specialist support is a critical part of preventing extremism and radicalisation.

### **Recognising extremism and radicalisation**

Some of the reasons that draw people into violent extremism include:

- Feeling alienated and alone
- A desire to be part of a cause that will change the world
- Wanting a sense of identity and individuality
- Mental health issues including depression
- A desire for action and adventure

Some of the signs that someone may be going through a process of radicalisation include:

- Changes in behaviour (eg. withdrawal and aggression)
- Claiming that terrorist attacks and other violent acts are justified
- Associating with known violent extremists
- Viewing violent extremist material online
- Possessing violent extremist literature

### **Handling concerns**

- If you are worried about someone being drawn into violent extremism or becoming radicalised, but you do not think that they are in danger or pose a threat to you or anyone else, discuss the situation the safeguarding lead(s). Report any online material that promotes violent extremism, radicalisation or terrorism in the same way

- If you believe that someone is being drawn into violent extremism or is becoming radicalised, and has the capability to harm themselves or others then you may want to report your concerns directly to the authorities (the police non-emergency number or the UK anti-terrorist hotline 0800 789 321)

### **Links to promoting British values**

The Department for Education has published guidance (27 November 2014) on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. The guidance aims to help both independent and state-maintained schools understand their responsibilities in this area. All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011. Until now schools have been required to 'respect' these values, but as a result of changes brought in earlier in the year all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so. In a letter to the Education Select Committee in March, the Parliamentary Under Secretary of State for Schools Lord Nash explained the changes were designed to "tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism". Ofsted and the independent inspectorates now take the work of schools in this area into account during inspections.

Publishing the guidance, Lord Nash said:

A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. We want every school to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.

Examples of the understanding and knowledge pupils are expected to learn include:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Examples of actions schools can take to promote British values are to:

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

The government today also published its interim response to a consultation of the revised Independent Schools Standards (ISS). The revised standards cover independent schools, academies and free schools, ensuring they - along with local authority-maintained schools - must promote British values.

### **The Channel Programme**

The Channel Programme is a key element of the Prevent Strategy. It is a multiagency approach to protecting people who have been identified as being at risk from violent extremism or radicalisation. Channel relies on the cooperation of organisations across different sectors including the police and local community to:

- identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of the risk
- Enact a support plan for the individual concerned

Channel assesses the vulnerability of an individual to radicalisation based on:

- Engagement with a group, cause or ideology
- Intent to cause harm
- Capability to cause harm

The programme is designed to support individuals rather than punish them. The majority of referrals have been people under 25 with most aged between 15 and 19.

Further details of the programme can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

Please don't forget that multi agency work is an important part of preventing violent extremism and radicalisation. It is not your responsibility to investigate violent extremism and radicalisation. By reporting concerns to the correct person, you are helping to protect vulnerable people from being drawn into terrorism.