



LADY MARGARET SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

Reviewed: 14 October 2019

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PART 1: GENERAL

1 INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people, the Governors and all school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This school is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

- 2 To this end, the Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant members of Governing Body attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

3 AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing

for continuity and progress through all the Key Stages;

- To make appropriate links and reference to policies in related areas such as discipline and bullying.

4 **GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN**

The school will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff:

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding
- The school will in all cases follow the current DfE and other government guidance on safeguarding and the Prevent Duty, in particular “Keeping children safe in education” (September 2019) and “Revised Prevent Duty Guidance: for England and Wales” (10th April 2019) and “Protecting children from radicalisation: the prevent duty” (17th August 2015)

- 5 Staff will also bear in mind the guidance about contextual safeguarding at para 33 of “Keeping children safe in education”, namely that safeguarding incidents and behaviours can be associated with factors outside the school and occur between children outside school. Therefore staff will consider the context within which such incidents and behaviours occur. Assessments of children will consider whether there are wider environmental factors present in their lives that are a threat to their safety and welfare.

6 **MULTI-AGENCY WORKING**

The Governors note Paras 68 to 72 of “Keeping children safe in education” and the statutory guidance “Working Together to Safeguard Children”. The school will make itself aware of and follow the new local arrangements made by its three safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority and the chief officer of police for the police area in the local authority area)

PART 2: CURRICULUM

- 7 The Governing Body believes that the school curriculum is important in the protection of children. It will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils

8 As part of the provision of a broad and balanced curriculum, students will be taught about safeguarding, including online safety. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education). The Governors note that the Government has made regulations which will make the subjects of Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

PART 3: RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER

9 The Governing Body will ensure that the school has identified Designated Senior Teacher(s) for safeguarding and child protection and that the Executive Principal and Designated Senior Teachers undertake the following responsibilities:

- To ensure all staff are familiar with school and Local Authority procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year
- To be responsible for co-ordinating action and liaising with school staff and support services over safeguarding and child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences and that written reports are provided as required;
- To follow as appropriate recommendations made by the school's safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority and the chief officer of police for the police area in the local authority area);
- To be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection;
- To support and advise staff on child protection issues generally.
- To disseminate relevant information between agencies to the appropriate staff e.g. relevant teachers, tutors, learning mentors;
- To communicate child protection policies and procedures effectively to parents/carers and students by placing this policy on the school website and by such other means as they consider appropriate;
- To maintain one central record of child protection matters, including copies of relevant documents kept in other files, and otherwise to maintain accurate and

- secure child protection records;
- To send on child protection records to new schools (where relevant).

PART 4: RESPONSIBILITIES OF SCHOOL STAFF

- 10 Part 1 of “Keeping children safe in education” must be read and understood by all members of the staff.
- 11 All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the Senior Designated Teacher(s) and other senior staff members.
- 12 Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- 13 All school staff are expected to:
- Be able to identify signs and symptoms of abuse
 - Report concerns (including concerns about other staff/professionals) to the Designated Senior Teacher or other senior staff members as appropriate
 - Be aware of the relevant local procedures and guidelines
 - Monitor and report as required on the welfare, attendance and progress of all pupils
 - Keep clear, dated, factual and confidential records of child protection concerns.
 - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

PART 5: APPOINTMENT OF STAFF

- 14 The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff taking account of the current DfE guidance on safeguarding (in particular “Keeping children safe in education” (September 2019) and will observe the following safeguards:
- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
 - That all references will be taken up and verified by telephoning referees;
 - That a reference will always be obtained from the last employer;
 - That at interview candidates will be asked to account for any gaps in their career/employment history;
 - That candidates will be made aware that all staff are subject to an enhanced DBS check.
 - That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary.

PART 6: OTHER STAFF MATTERS

15 ALLEGATIONS AGAINST STAFF

The Governing Body adopts the procedures set out in Appendix 1 to this Policy.

16 STAFF CONTACT WITH PUPILS

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the current DfE Guidance regarding reasonable force, in particular "Use of reasonable force in schools" (17 July 2013) and paras 111 to 114 of "Keeping children safe in education". A summary of the guidance follows.

17 There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff involving a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

18 When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the school will carefully recognise the additional vulnerability of these groups. It will plan positive and proactive behaviour support, for instance individual behaviour plans for more vulnerable children.

19 STAFF TRAINING AND SUPPORT

The Governing Body recognises the importance of child protection training for Senior Designated Teachers and for all other school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority.

20 The Governing Body expect the Head Teacher and Senior Designated Teachers to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice.

21 The Head Teacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Senior Designated Teacher(s).

22 Induction training will include the school's behaviour policy and the school's procedures for managing children who are missing education as well as the staff code of conduct and the child protection policy.

23 The Governing Body recognises its own responsibilities to ensure the school has sufficient

resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Head Teacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

PART 7: CHECKS

24 CHECKS OF INDIVIDUALS TAKING PART IN MANAGEMENT

The Governing Body notes that the Secretary of State has made directions prohibiting individuals from taking part in independent school management under section 128 of the Education and Skills Act 2008. Individuals taking part in "management" include individuals who are members of proprietor bodies (including governors) and the following staff positions: head teacher, any teaching positions on the senior leadership team, and any teaching positions which carry a department headship. Whether other individuals such as teachers with additional responsibilities could be prohibited from 'taking part in management' will depend on the facts of each case. Therefore the school will carry out DBS checks of such persons.

25 CHECKS OF VOLUNTEERS

The Governing Body will follow the guidance about volunteers at paras 167 to 172 of "Keeping children safe in education" and draws the attention of staff to this guidance, which is summarised below.

26 Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. Volunteers who, on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. The school will obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity.

27 The school or college will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they will consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check.

28 The DBS cannot provide barred list information on any person, including volunteers, who are not in, or seeking to engage in regulated activity.

29 CHECKS WHERE CHILDREN ARE RECEIVING ALTERNATIVE EDUCATIONAL PROVISION

Where the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise

perform in respect of its own staff.

30 **CHECKS IN THE CASE OF EXCHANGE VISITS**

The Governors will follow the guidance in Annex E (“Host families - homestay during exchange visits”) to “Keeping children safe in education”. An enhanced DBS check of the adults in the host family is necessary. If there are other people in the family aged over 16, then the school will decide on a case to case basis whether to do an enhanced DBS check for those 16 and 17 year olds who live in the household.

PART 8 PARTICULAR SAFEGUARDING CONCERNS

31 The Governors deal with particular safeguarding concerns in alphabetical order.

32 **CHILD CRIMINAL EXPLOITATION: COUNTY LINES**

The Governors draw the staff’s attention to pages 80 to 81 of “Keeping children safe in education”. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person (male or female) under the age of 18 years.

33 **CHILD SEXUAL EXPLOITATION**

The Governors draw the staff’s attention to pages 79 to 80 of “Keeping children safe in education” and give the following brief summary.

34 Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

35 Child sexual exploitation is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

36 Some of the following signs may be indicators of child 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.

37 **CHILDREN AND THE COURT SYSTEM**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

38 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

39 **CHILDREN WITH FAMILY MEMBERS IN PRISON**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on children of offenders (“NICCO”) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

40 **CHILDREN MISSING EDUCATION**

The Governing Body notes the guidance contained in “Children missing education” (5th September 2016) and draws the attention of staff to this guidance. The following summary may be helpful.

41 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. Children missing education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life.

42 Schools, including Academies and Free Schools, must monitor pupils’ attendance through their daily register. Schools should agree with their local authority the intervals in which they will inform local authorities of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission. Schools must also notify the authority if a pupil is to be deleted from the admission register in certain circumstances⁶. Pupils who remain on a school roll are not necessarily missing education but schools should monitor attendance and address it when it is poor. It is also important that pupils’ irregular attendance is referred to the authority.

43 Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils.

44 There are many circumstances where a child may become missing from education so it is vital that judgements are made on a case by case basis. The list below (which is not exhaustive) presents some of the circumstances:

- (1) **Pupils at risk of harm/neglect** - Children may be missing from education because

they are suffering from abuse or neglect. Where this is suspected schools should follow local child protection procedures. Local authority officers responsible for CME should check that a referral has been made and, if not, they should alert children's social care. If there is reason to suspect that a crime has been committed or the child's safety is at risk, the police should also be involved.

- (2) **Children of Gypsy, Roma and Traveller (GRT) Families** – Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore vital that schools inform the LA when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child's education. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education. Local authority Traveller Education Support Services (TESS), where these exist, or named CME officer within the LA, can advise schools on the best strategies for ensuring the minimum disruption to GRT pupils' education, for example dual registration with other schools or the provision of electronic or distance learning packages where these are available.
- (3) **Families of Armed Forces** - Families of members of the Armed Forces are likely to move frequently – both in UK and overseas and often at short notice. Schools and local authorities should contact the MOD Children's Education Advisory Service (CEAS) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves.
- (4) **Missing children/runaways** - Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education.
- (5) **Children and young people supervised by the Youth Justice System** - Children who have offended or are at risk of doing so are also at risk of disengaging from education. Local authority Youth Offending Teams (YOTs) are responsible for supervising those young people (aged 8 to 18). YOTs should work with the local authority CME officer to ensure that children are receiving, or return to, appropriate full-time education. Where a young person was registered at a school prior to custody, the school may keep the place open for their return.

45 **FEMALE GENITAL MUTILATION**

The Governing Body notes the guidance about female genital mutilation ("FGM") in "Keeping children safe in education" (pages 83 to 84) and draws the attention of staff to this guidance. The following summary may be helpful.

- 46 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is a criminal offence in the UK and is a form of child abuse with long-lasting harmful consequences.
- 47 Professionals in all agencies, and 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 girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found at Annex B of the Multi-Agency Statutory Guidance on Female Genital Mutilation. They are set out at Appendix 3 below.

- 48 If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Notwithstanding the commencement of mandatory reporting in October 2015 these procedures remain when dealing with concerns regarding the potential for FGM to take place.
- 49 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 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. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.
- 50 **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.
- 51 The Forced Marriage Unit has published “Multi-Agency practice guidelines: Handling cases of forced marriage” (June 2014). Pages 32-36 focus 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 fmufco.gov.uk.
- 52 **HOMELESSNESS**
The Governors draw the staff’s attention to page 82 of “Keeping children safe in education”.
- 53 Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm.
- 54 **HONOUR BASED VIOLENCE**
The Governing Body notes the guidance about honour based violence (“HBV”) at page 83 of “Keeping children safe in education” and draws the attention of staff to this guidance. The following summary may be helpful.

55 So-called 'honour-based' violence 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.

56 **ONLINE SAFETY**

The governors will follow the guidance contained in Annex C to "Keeping children safe in education". They also draw the staff's attention to the further resources referred to at page 96 of "Keeping children safe in education", including in particular the DfE guidance document "Teaching online safety in school" (June 2019). A summary of Annex C may be helpful for staff.

57 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. 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; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

58 The school will do all that it reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, appropriate filters and monitoring systems have been put in place.

59 Whilst filtering and monitoring are an important part of the online safety picture, it is only one part. There is therefore a whole school approach to online safety. This includes a clear policy on the use of mobile technology in the school. The governors note that many children have unlimited and unrestricted access to the internet via 3G and 4G in particular

60 The governors also note that the school should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

61 **PEER ON PEER ABUSE**

The governors will follow the guidance contained in "Keeping children safe in education" and in particular the guidance at paras 27, 28, 97 and 98 and pages 86 to 89.

62 Staff should recognise that children are capable of abusing their peers. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals.

The rule in this School is that abuse is abuse and that it will never be tolerated or passed off as “banter” or “part of growing up”.

63 One of the most serious forms of peer on peer abuse is child on child sexual violence and sexual harassment. The Governors draw attention to Part Five of “Keeping children safe in education” (paras 247 to 269), which sets out detailed procedures.

64 The school's procedures to minimise the risk of peer on peer abuse and the manner in which allegations of peer on peer abuse will be investigated and dealt with are set out in the School's Behaviour, Complaints and E-safety Policies and within this document.

65 Victims of peer on peer abuse will be supported by the School's pastoral care system

66 **RADICALISATION AND THE PREVENT DUTY**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. The Governing Body, Head Teacher and staff will follow current DfE and other guidance on safeguarding and the Prevent Duty, in particular “Keeping children safe in education” (September 2019) and “Revised Prevent Duty Guidance: for England and Wales” (16th July 2015) and “Protecting children from radicalisation: the prevent duty” (17th August 2015)

67 The vulnerability of students to being seduced by extreme ideological positions is something we take very seriously. It may be helpful to include here a summary of the Prevent Duty for those working in education.

68 Radicalisation refers to the process by which a person comes to support terrorism or forms of extremism. Consistent with the requirement to promote fundamental British values, all staff have a statutory duty to have due regard to the need to prevent students from being drawn into terrorism. In interpreting what is meant by ‘due regard’, we take guidance from the government's Prevent strategy, including the Channel programme, which aims to ensure that vulnerable students of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism. Success of this programme depends on effective communication and co-operation between staff, individuals, their families and (where appropriate) the Local Authority and other agencies.

69 Without undermining the fundamental values of freedom of speech and mutual respect and tolerance, all staff must respond to the ideological challenge of extremist views. ‘Extremism’ is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. The definition specifically includes calls for the death of members of our armed forces, whether in this country or overseas. It also includes the notion of non-violent extremism, which can create an atmosphere conducive to terrorism and popularise views which terrorists exploit. Extremism can take many forms whether ideological, political or

religious. It can manifest itself explicitly and aggressively, for example through inciting hatred or a call to arms, or through more subtle and sophisticated channels of propaganda, including social media. These channels exploit aspirational images of success, status and belonging, and personal and moral duty which can capture the imagination of young minds.

70 Our classrooms are safe spaces where students can understand and discuss a wide range of sensitive topics, including extremism. In the process of promoting critical thinking, and in learning how to challenge terrorist ideologies, we recognise that staff may occasionally find themselves faced with a paradox. In an educational and developmental context, it is natural for students to want to explore and question different views and beliefs, some of which may, if only hypothetically or temporarily, challenge fundamental British values. Staff must exercise careful professional judgment in such cases, and above all, whether inside or outside the classroom, they must be particularly alert to risk-indicators of vulnerable students and, if appropriate, must seek further guidance. Over-simplified assessments can increase, rather than reduce risk.

71 There are five dimensions to the actions we take in response to the Prevent Duty:

- Risk assessment
- Working in partnership with local authorities
- Awareness raising amongst staff.
- Protection from terrorist and extremist material when accessing the internet in school/college
- Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils' spiritual, moral, social and cultural (SMSC) development.

72 This is a complex and sensitive area where respect for freedom of speech and the personal autonomy of students must be held in balance with our duty to protect them against this form of abuse.

73 **Specific tasks for the Designated Safeguarding Lead (“DSL”) relating to the Prevent Duty**

The DSL should establish appropriate and proportionate measures to raise awareness of the Prevent Duty amongst staff and to achieve the following:

- assess the risk of students being drawn into terrorism. Document the risk assessment and any subsequent action plan. Examples of a Prevent Self-Assessment Template, and Prevent Duty Action Plan, are available here:
<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Educationtoolkit.pdf>
- ensure that safeguarding arrangements take into account the Prevent policies and procedures of the school's safeguarding partners
- ensure that staff, including newly inducted staff, have training that gives them the knowledge and confidence to identify students at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. As a minimum, the DSL should attend training where available, and be aware of the process for referring individual cases of vulnerability to the Channel programme, as opposed to local Children's Services in the normal way
- ensure that there is appropriate supervision of visiting speakers to the

school/college to prevent presentations (including the distribution of materials) which are not contrary to fundamental British values

- the incorporation of any necessary syllabus amendments (e.g. in citizenship, history, politics, religious education)
- protection for students from terrorist or extremist material when accessing the internet
- ensure that there are clear referral procedures for staff to raise concerns to the Child Protection leads within the school and by external referral to the local authority

74 More guidance on the Channel programme is available here: <https://www.gov.uk/government/publications/channel-guidance>. Guidance for schools on how terrorist groups such as ISIL use social media to encourage travel to Syria and Iraq is available here: <https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>.

75 For details of measures to minimise the risk of internet exposure to harmful material, refer to the ICT policy.

76 Where appropriate, staff should familiarise themselves with general risk indicators for vulnerability to being drawn into terrorism set out in Appendix 2 below.

77 **SERIOUS VIOLENT CRIME**

The Governors draw the staff's attention to paragraphs 29 to 30 of "Keeping children safe in education" (serious violent crime).

78 All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm
- a significant change in wellbeing
- signs of assault or unexplained injuries

79 Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

80 All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's "Preventing youth violence and gang involvement" and its "Criminal exploitation of children and vulnerable adults: county lines guidance".

81 **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

The Governing Body recognises that children with special educational needs and disabilities ("SEND") may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported

as for other pupils.

- 82 There are additional safeguarding challenges for children with SEND including:
- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability
 - Higher risk of peer group isolation
 - Disproportionate impact of bullying
 - Difficulties with communication
 - The need to consider extra pastoral support for children with SEN and disabilities
- 83 The Governing Body recognises that there can be a tendency to look at special educational or disability needs first and the potential for abuse second. If children are behaving in particular ways, or looking distressed or their behaviour, or their demeanour is different from in the past, staff should remember that this may be a sign of abuse and not simply part of their disability or special educational needs.
- 84 Children with SEND have a higher risk of being left out, of being isolated from their peers and they are disproportionately affected by bullying. The staff is encouraged to make sure that children with SEN and disabilities have access to greater availability of mentoring and support.
- 85 The Senior Designated Teacher(s) will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

PART 9: PROCEDURE FOR STAFF REPORTING OF SAFEGUARDING CONCERNS

- 86 The Governors recognise that procedures for staff reporting of safeguarding concerns are in many respects administrative matters for the SLT and DSL and that the SLT and DSL may have to modify them in the light of experience. Provided that they comply with this Policy and the relevant Government guidance, the SLT and DSL may from time to time adopt such procedures as they judge best calculated to keep our students safe.
- 87 Subject to Para 86, the Governors note and endorse the current staff reporting procedure set out in the following paragraphs.
- 88 If a member of staff has any safeguarding concerns regarding students they must complete the Safeguarding Concern Form (“the red form”). The blank red forms are photocopied and are kept in the staff room and the administrative office. If a member of staff has had a safeguarding disclosure made to them, they should act immediately to inform the DSL or member of SLT.
- 89 For a concern relating to safeguarding the document should be completed and then handed to the administrative office, which will type up the date received and the staff initials. There will be a spread sheet in the CP restricted area. The form will then be passed

to the DSL or Deputy DSL or, In the absence of either of these members of staff, any member of SLT.

90 Once the DSL, Deputy DSL or member of SLT has reviewed the concerns, actions can be set. The form should then be returned to the administrative office for date stamping and for forward on to the HOY if necessary.

91 All red forms will then be scanned and saved in the CP restricted file. If the concerns leads to further agency involvement, all future documents will be stored in the safeguarding file opened for the student in question.

92 The current red form is set out at Appendix 4.

PART 10: MISCELLANEOUS

93 EMERGENCY CONTACTS FOR CHILDREN

Parents or guardians must provide the school with at least two emergency contacts for their child for use in emergencies and in case there are welfare concerns at the home.

94 CONFIDENTIALITY

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

95 INFORMATION SHARING

The Governing Body draws the staff's attention to paras 76 to 83 of "Keeping children safe in education" and to the vital importance of Information sharing in identifying and tackling all forms of abuse and neglect. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. **Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

96 RECORD KEEPING AND REPORTS

- (1) The Governing Body expects all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.
- (2) The Governing Body further expects school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.

97 MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

The Governing Body expects the Head Teacher and Senior Designated teachers to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

98 COMMUNICATING POLICY TO PARENTS AND PUPILS

The Governing Body expect parents and pupils to be informed that the school has a child protection policy and is required to follow the local arrangements made by its three safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority and the chief officer of police for the police area in the local authority area) for reporting suspected abuse to the Family and Children's Services Department. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

99 **MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.**

The Head Teacher will report to the Governing Body annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year. The Head Teacher, DSL or Deputy DSL will also report on safeguarding at every meeting of the Governors' Staffing and General Purposes Committee.

100 **CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES**

This Policy should be read in conjunction with other relevant school policies such as behaviour and discipline, anti-bullying, use of restraint and equality policies.

APPENDIX 1: PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

1. The Governing Body recognises that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff and volunteers are vulnerable to accusations of abuse.
2. The Governing Body further recognises that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expects all staff to follow the agreed procedures for dealing with allegations against staff and volunteers. These procedures are set out below.
3. The staff will also take into account the statutory guidance contained in "Keeping Children Safe" published by the DfE on 19th September 2018 and, in particular, Part 4 of that document.
4. If a concern or allegation is raised by a parent, the Lead Teacher will meet with the parent immediately, recording full details of the conversation. The Lead Teacher will advise the parent that an investigation will be carried out immediately and the parent kept informed of the actions taken.
5. Parents will be asked to keep matters confidential whilst the investigation is conducted, bearing in mind that a breach in confidentiality might jeopardise the investigation and have legal implications for those involved.
6. The Lead Teacher will carry out an immediate risk assessment in relation to the staff member who is the subject of the allegation and the students/adults involved and put in place any protective measures that might be appropriate. The Lead Officer will follow

procedures laid out in the Tri-Borough Safeguarding Policy in relation to allegations against a member of staff

7. The Lead Teacher will immediately consult with the Local Area Designated Officer for Safeguarding (“LADO”) and inform the LDBS and Ofsted in all cases. If the allegation is made against a professional employed by an external organisation working in the school, the Lead Officer will inform their line manager of the action taken.
8. The same process will apply if the allegation is made by a student, another member of staff or any other third party. Any student making a disclosure will be fully supported. Her parents will be informed of the matter following consultation with the Local Authority Safeguarding Team.
9. On being informed of an allegation against staff, the LADO will be contacted. A decision will be made by the Head Teacher, in consultation with the LADO and the Chair of the Governing Body, as to whether the member of staff should be
 - a. suspended or
 - b. continue working,while the investigation is being carried out.
10. The parent and, as appropriate the student, will be interviewed. The member of staff concerned will then be informed of the nature of the allegation and given the opportunity to respond.
11. The school’s disciplinary policy will apply to any member of staff, student or volunteer under investigation for alleged abuse.
12. The Lead Teacher will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
13. In the event that an allegation is made about the Lead Teacher, the Chair of the Governing Body will be informed. He will then contact the LADO and Ofsted and perform the other functions given by this document to the Lead Teacher.
14. The Lead Teacher will keep this procedure under review and may make amendments to it in writing with the consent of the Head Teacher. Such amendments will be reported to the Staffing & General Purposes Committee of the Governing Body.

APPENDIX 2: RISK INDICATORS OF BEING DRAWN INTO TERRORISM

Vulnerability

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging

- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the student associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the student is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the student frequent, or is there evidence to suggest that she is accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)
- Is there reason to believe that the student has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the student known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the student sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the student support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the student encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the student from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the student resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the student's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the student come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the student vocally support terrorist attacks; either verbally or in her written work?
- Has the student witnessed or been the perpetrator/ victim of racial or religious hate crime?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the student travelled for extended periods of time to international locations known to be associated with extremism?
- Has the student employed any methods to disguise their true identity? Has the student used documents or cover to support this?

Social Factors

- Does the student have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the student experience a lack of meaningful employment appropriate to their skills?
- Does the student display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the student demonstrate identity conflict and confusion normally associated with youth development?
- Does the student have any learning difficulties/mental health support needs?
- Does the student demonstrate a simplistic or flawed understanding of religion or politics?
- Does the student have a history of crime, including episodes in prison?
- Is the student a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the student have insecure, conflicted or absent family relationships?
- Has the student experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the student's life has extremist view or sympathies?

Other critical risk factors could include

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

APPENDIX 3: FEMALE GENITAL MUTILATION

RISK FACTORS AND INDICATORS

- 1 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 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 (see Section 2.3 of the Multi-Agency Statutory Guidance on Female Genital Mutilation for the nationalities that traditionally practise FGM);
- parents state that they or a relative will take the girl out of the country for a prolonged period;
- a parent 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 – 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.

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

- a girl asks for help;
- a girl 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 has difficulty walking, sitting or standing or looks uncomfortable;
- a girl finds it hard to sit still for long periods of time, and this was not a problem previously;

- a girl 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
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- a girl is reluctant to undergo any medical examinations;
- a girl asks for help, but is not be explicit about the problem; and/or
- a girl talks about pain or discomfort between her legs.

APPENDIX 4: Staff Safeguarding Concern Form (“The Red Form”)



Safeguarding Concern Form

Students Name			
Class/Tutor Group		Date & time of concern	
Date & time of completion of form		Location	
Concern raised by (*reporting staff name)		Does the pupil know this form has been completed?	Yes No (circle)

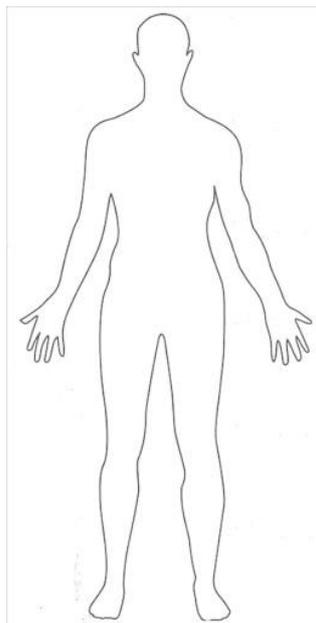
Details (Background/context/location etc.)
Please attach any evidence which has been gathered.

Please highlight all that apply, pupil was:			
Tearful Non-Communicative	Withdrawn Angry	Quiet	Argumentative Defensive
			Aggressive Other _____
Does the student have any visible injury?	Yes	No	(circle)
Have they told you they have been injured?	Yes	No	(circle)
If yes, please complete the Record of injury Observed			

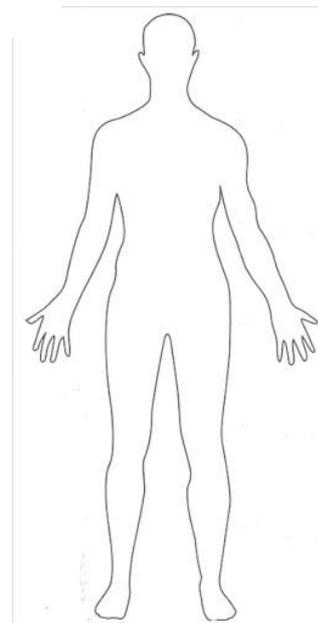
Record of injury observed

Be very specific about the location and appearance of injury. For example, "scratch on left inside wrist", "many small bruises on right upper arm"

Front



Back



**PLEASE HAND THIS
Received by Admin:
(Name/Date/Time)**

TO ADMIN.

Name of member of SLT	
Date and time the above person received this record	

Actions made to address or explore concern further (include date/time of each new set of actions)	
Signed (Actioning CP Lead)	Date:

Received by Admin:

On-going actions	
Signed (HOY)	Date:

Referral to Early Help Detail (Name/Time etc.)	Yes	No	(circle)
Referral to Front Door Services Detail (Name/Time etc.)	Yes	No	(circle)
Information passed to current social worker Detail (Name/Time etc.)	Yes	No	(circle)

Received by Admin:
