



Weelsby Academy

Safeguarding Children and Promoting Student Welfare

This policy was formally adopted by *Weelsby Academy* in: September 2017 and will be reviewed and updated annually. The review date for this policy is September 2018.

| | CONTENTS | PAGE |
|----|--|-------------|
| 1 | Roles and Responsibilities | 1 |
| 2 | Suggested Audience | 1 |
| 3 | Related policies | 1 |
| 4 | Academy Mission Statement | 1 |
| 5 | Introduction | 2 |
| 6 | Policy Statement and Principles | 4 |
| 7 | Detailed Roles and Responsibilities | 5 |
| 8 | Safer Recruitment and Selection | 9 |
| 9 | Safe Practice | 10 |
| 10 | Safeguarding Information for Pupil | 10 |
| 11 | Partnerships with Parents and Carers | 11 |
| 12 | Other Partnerships | 11 |
| 13 | Training and Staff Induction | 12 |
| 14 | Support, Advice and Guidance for Staff | 12 |
| 15 | Confidentiality | 12 |
| 16 | Student Information | 12 |
| 17 | Recognition of poor practice, abuse and bullying | 13 |
| 18 | Prevention of Abuse | 21 |
| 19 | Responding to Disclosures, Suspicions and Allegations | 23 |
| 20 | Monitoring and review of this guidance | 23 |
| 21 | Approval by Local Governing Body and Review Date | 23 |
| | Appendix A: Working Together to Safeguard Children (2015) | 24 |
| | Appendix B: Logging a concern | 26 |

| | | |
|--|--|-----------|
| | Appendix C: Front Sheet student record | 28 |
| | Appendix D: Further essential Safeguarding information Including: HBV/FGM Forced Marriage Online Safety Preventing extremism and radicalisation | 29 |
| | Appendix E: Signs of successful safeguarding arrangements | 36 |



1 Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Executive Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the responsible **Designated Safeguarding Lead and Deputy Designated Safeguarding Lead**. A detailed breakdown of individual roles and responsibilities is provided in section 7 below.

2 Suggested Audience

All teaching and support staff and Governors. As part of their academy induction or professional development, all teaching and support staff will apply the knowledge, principles and procedures contained within this policy.

3 Related policies

This policy complies with the Equality Act 2010 and is part of a suite of academy policies/ government departmental advice which should also be referred to:

- Intimate Care Policy
- Positive Handling Policy
- Safer Recruitment and Procedures Policy
- Complaints Procedure
- Equality and Diversity Policy
- Health and Safety Management
- ICT Policy and Procedures
- Anti-bullying Policy
- The Prevent duty
- Dealing with allegations against staff
- Whistle Blowing Policy
- E-safety Policy
- Children Missing from education Policy
- Attendance Policy

4 Academy Mission Statement

Weelsby Academy is a great place to learn and work. Our motto is 'Be the best you can be' and we believe that all children, irrespective of their background and circumstances, can succeed and achieve their ambitions. We provide a happy, caring, safe and stimulating environment where learning is fun and everyone is encouraged to reach their full potential. Attaining the highest possible standards is at the heart of all we do. We aim to broaden

children's minds and raise their aspirations. There is a 'can do' approach from both staff and children with everyone working together, striving to make our school the best that it can be. The culture of the school is one in which staff and pupils are continually learning; work collaboratively and are determined to succeed. The principles of nurturing lie at the heart of our school and drive everything we do. We work hard to remove barriers to learning and we place great emphasis on academic achievement, ensuring that children have the necessary skills, knowledge and attitudes to prepare them for life.

5 Introduction

This academy is part of the Delta Academies Trust Academies (DAT) and will work within all guidelines produced by the DAT and with all Delta Academies Trust to ensure Pupils' health, safety, welfare and well-being are fully safeguarded. This academy is committed to Safeguarding and Promoting the Welfare of all of its Pupils. Each student's welfare is of paramount importance to the academy and the academy will welcome, value and support every child to the best of our abilities and resources. We recognise that some children may be especially vulnerable to abuse. We recognise too that children who are abused or neglected may find it difficult to develop a sense of self-worth, unable to view the world in a positive way. Within the academy, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach to provide the best possible care for all our children.

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing
- pornography
- teenage relationship abuse

- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth
- violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

However, Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- children's and learners' health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety¹ and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

This policy will provide a generic statement on what parents, the community, young people and staff can expect from us, as minimum standards, in the area of child protection. The policy and procedures will be transparent and open to inspection by anyone, detailing how concerns about the wellbeing of young people will be responded to. It provides a reference point for all, in the quest for making young people's lives as safe as possible. We are aware that we cannot do this alone and will expect staff to adhere to our practices. The term 'staff' is used to include all employees, full or part time, volunteers and anyone working on a paid or unpaid basis on behalf of the academy.

This document makes a commitment to review and to adapt to change in a positive stance on all areas of child protection. This policy is mandatory for all staff working for or on behalf of the academy. The policy and procedures will be reviewed whenever there is a significant change in Child Safeguarding and Protection legislation/ updates in guidance or following a major investigation.

Everyone working in, or on the behalf of the academy shares a strong commitment to help keep our Pupils and young people safe through:

- Providing a safe environment for our Pupils to learn and develop with our academy setting and,
- Identifying Pupils who are suffering or who are likely to suffer significant harm, and who will take prompt and appropriate action with the aim of making sure they are safe at home and within the academy

6 Policy Statement and Principles

Introduction

It is the policy of the academy that all young people have a right to protection and for their welfare to be paramount. The following Safeguarding Children procedures will be formally adopted and made known to all staff. By the nature of the organisation, it is inevitable that various degrees of contact with young people will occur and it is therefore our policy to have in place clear guidelines for safeguarding children and promoting their welfare, as well as protecting our employees and other adults in a position of responsibility from potential allegations of abuse.

We expect agencies and organisations and other stakeholders, with a remit for working with young people, that we work with or who hire our facilities, to adhere to our procedures as a minimum standard or operate their own effective Child Protection Policy.

This policy relates to 'children' and young people under the age of 18 and to vulnerable people over the age of 18. We recognise the needs and vulnerability of children from minority ethnic groups and those who are disabled or who have a Special Educational Need. The policy and procedures apply to all children and young people regardless of gender, ethnicity, disability, sexual orientation or religion. The term 'young people' will be used to include those under 18 years old and vulnerable adults.

This document should be read in conjunction with other guidance such as **Keeping Children safe in Education (updated Sept 2016)** document and the publication **Working Together to Safeguard Children - A guide to inter-agency working to safeguard and promote the welfare of children** (updated February 2017). Other guidance/ legislation/ additional information can be found which relate to Child Protection and Safeguarding i.e. Female Genital Mutilation/ Honour Based Violence guidance, Counter Terrorism and Security Act 2015 (including Prevent Duty), Equality and Diversity Act 2010 etc.

The academy will make full use of all common reporting frameworks and assessment tools for example the Early Help Assessment and North East Lincolnshire Graded Care Plan. The academy will ensure that staff deal promptly and efficiently with all concerns connected with safeguarding. This will involve prompt and secure transfer of information when Pupils move from the academy and equally, an expectation and pro-active request for information when Pupils move to us, to ensure at all times that Pupils' health, welfare and education are protected.

Principles

The guidance given in the procedures is based on the following principles:

- The welfare of our young people is the primary concern
- All young people, whatever their age, gender, racial origin, religious belief, disability and sexual orientation have the right to protection from abuse
- It is everyone's responsibility to report concerns but it is the responsibility of Children's Services and/or the Police to determine whether or not abuse has taken place
- All incidents or allegations of suspicious poor practice or abuse will be taken seriously and responded to appropriately
- Confidentiality will be upheld at all times and in line with the Data Protection Act 1998 and 2003
- There is a consistent understanding of acceptable behaviour of our Pupils towards other young people and staff within any organised activity, service or programme.
- Discrimination, prejudice and oppressive behaviour or language are unacceptable within all activities, programmes or services.

7 Detailed Roles and Responsibilities

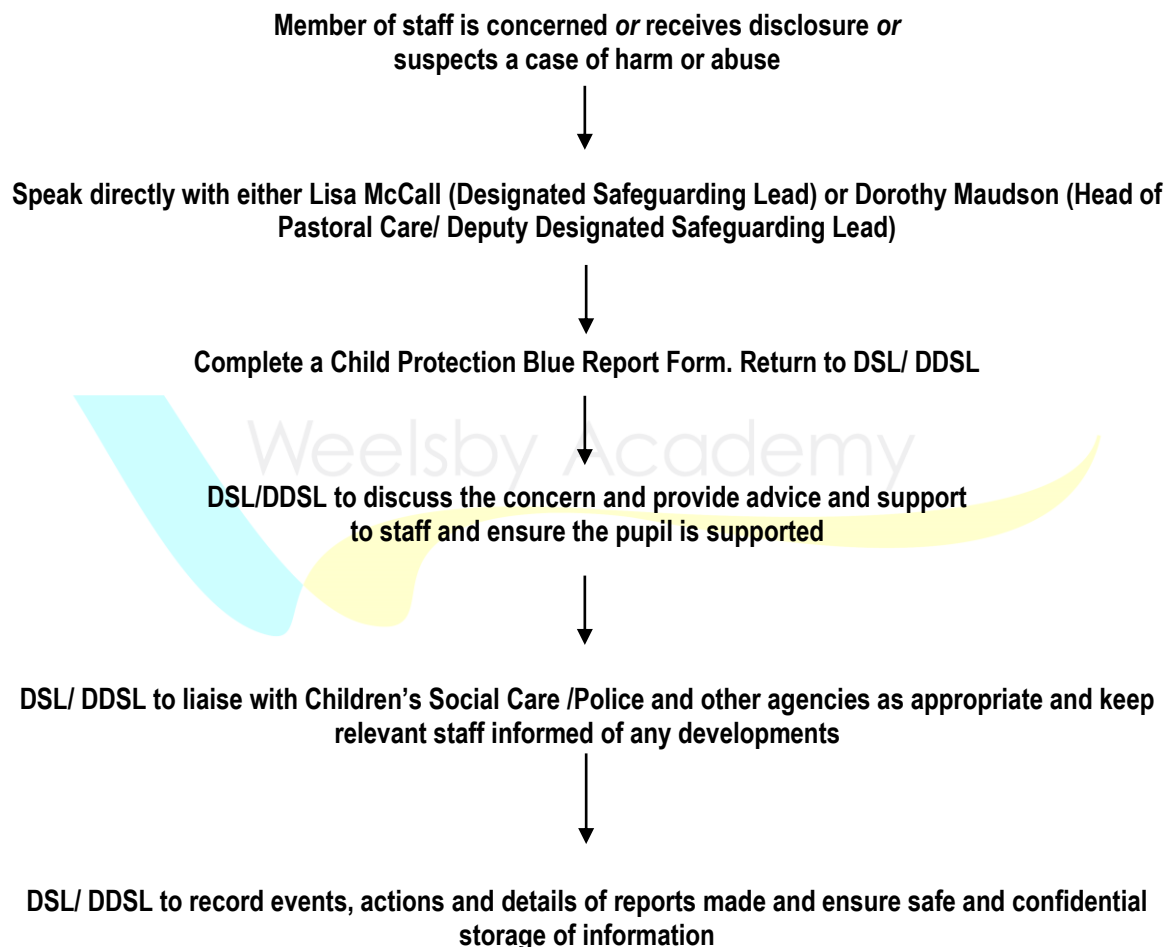
The Education Advisory Board will:

- Ensure that the academy has a Child Protection Policy and has procedures in place that are in accordance with national and statutory guidelines, the Local Authority's guidance and other local multi-agency procedures.
- Ensure that this policy is available to parents and carers either on the academy's website, or on request.
- Recruit staff using Safer Recruitment procedures, making sure that all appropriate checks are carried out on our staff and volunteers who work with Pupils; and that all interview or recruitment panels have at least one person who has successfully completed safer recruitment training.
- Ensure that the academy has procedures for dealing with allegations of abuse against staff or volunteers that comply with national, statutory and local guidance from Local Authority and other local multi-agencies.
- Ensure that a member of the academy's senior leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the DAT Core Team, Children's Services and other local agencies.
- Ensure that academy staff, including the Executive Principal, successfully completes appropriate child protection training, which is updated every three years.
- Ensure that any deficiencies brought to light as a result of changes in legislation or experience is addressed without delay around child protection procedures or policies.
- Nominate a Governor who has specific responsibility to ensure that all Safeguarding, Child Protection and Independent Safeguarding Authority issues within the academy are fully addressed.
- Ensure that where services or activities are provided within the academy, by another organisation not connected to the academy or the DELTA ACADEMIES TRUST, this organisation has appropriate policies and procedures in place which are entirely consistent with the academy's own policies.
- Ensure that all child protection policies and procedures are reviewed annually, providing information to the sponsor and where appropriate the Local Authority, clearly demonstrating how the academy's duties have been discharged in this important area.
- Make people feel confident in reporting any issues on child protection
- Respond to any allegations appropriately and implement the appropriate disciplinary and appeals procedures, if required.

Weelsby Academy

Child Protection Procedural Flowchart

Dealing with Concerns, suspicions or disclosures of harm or abuse



In exceptional circumstances should neither the DSL or DDSL be available, safeguarding concerns should be shared with Julie Saunders (Executive Principal) Matthew Franklin or Katie Lane (Assistant Principals) who will share with other key staff as appropriate.

The Executive Principal will:

- Ensure that the policies and procedures approved by the Education Advisory Board and the sponsor are understood and fully implemented by all staff
- Ensure that sufficient resources and time are allocated to enable the designated person and other nominated staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of our Pupils
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to Pupils and that these concerns are promptly addressed, sensitively and effectively, in a timely manner, in accordance with the academy's whistle-blowing policy.

The senior leader with responsibility for Child Protection will:

- Refer cases of suspected abuse or allegations of abuse to the relevant investigating agencies and liaise with other agencies as necessary: **Children's Social Care MASH TEAM: 01472 325555**
- Act as a source of support, advice and expertise within the academy
- Liaise with the Executive Principal to inform her of any issues and on-going investigations and ensure that there is always cover for this role.
- Recognise how to identify signs of abuse and when it is appropriate to make referrals
- Have a working knowledge of how the Local Authority's Safeguarding Children's Board operates, the conduct of a child protection case conference, be able to attend and participate effectively in these and develop on-going child protection plans.
- Ensure that all staff have access to, and understand the academy's Child Protection policy and procedures
- Ensure that all staff receive safeguarding training as part of their induction
- Keep detail, accurate and secure written records of referrals, discussions with other agencies and/or concerns
- Obtain access to resources and attend all relevant refresher training courses at least every two years.
- Ensure that the child protection policy is updated and reviewed annually, or more frequently if there are major changes in legislation, and work with the Education Advisory Board on this
- Ensure that parents / carers are made aware of the child protection policy, which alerts them to the fact that referrals have to be made, and the role of the academy in this, to remove potential conflict at a later stage
- Where a student leaves the academy, ensure that the child protection file is copied and promptly sent to the student's new school separately from the student's main academic records. If a student

goes missing, or the student begins to be educated at home, then the Child Protection file should be copied and sent to the Education Welfare Service.

- Where parents / carers state their intention to educate their child at home, the Education Welfare Service is contacted to ensure that the appropriate arrangements are in place.

All staff and volunteers will:

- Fully comply with the academy's code of behaviour for staff, as detailed in this policy
- Fully comply with the academy's policy, guidance and procedures regarding child protection
- Attend and participate in appropriate training
- Inform the Designated Person or their deputy of any concerns

8 Safer Recruitment and Selection

The academy pays full regard to all statutory guidance issued by the DfE and earlier central government education departments. The academy will ensure that all appropriate measures are applied in relation to everyone who works in the academy, 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 identities 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, checking the Children's List and DBS checks and 'right to work in England' checks.

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

- A DBS check is obtained for **all** new appointments to the academy through DELTA ACADEMIES TRUST's staffing personnel and payroll team.
- The academy is committed to keep an up to date Single Central Record detailing a range of checks carried out on our staff, which will be securely stored, readily accessible by the Executive Principal and nominated staff, regularly reviewed as staff leave or join.
- All new appointments to the academy who have lived outside the UK will be subject to additional checks as appropriate.
- The academy will ensure 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 the academy before an appointment is made, using DELTA ACADEMIES TRUST's personnel and payroll team.

Academy staff who have successfully completed the DAT Safer Recruitment in Education Training are named below. One of these will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

1. Executive Principal – Julie Saunders
2. Vice Principal - Lisa McCall
3. Chair of EAB – Mark Rushby

9 Safe Practice

Safe working practice will help to ensure that Pupils 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
- must work in an open and transparent way
- must not work alone in situations with (individual) Pupils that may be potentially put them at risk of any future allegations
- must discuss and/or take advice from school management over any incident which may give rise to concern
- must record any incidents or decisions made
- must apply the same professional standards regardless of gender or sexuality
- must be aware of the principles and statements in the academy's confidentiality policy
- understand that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

10 Safeguarding Information for Pupils

All Pupils in the academy know and are confident that they can talk confidentially to members of staff. The academy is committed to ensuring that Pupils are aware of behaviour and attitudes towards them that is not acceptable and how they can keep themselves safe. All Pupils know that the academy has appointed a senior leader, the Designated Safeguarding Lead (DSL) with responsibility for child protection and know who this is. The academy will inform Pupils of who 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 arrangements for consulting with and listening to Pupils will be discussed and developed through talks with the school council, peer support schemes and student surveys.

11 Partnerships with Parents and Carers

The academy shares a purpose with parents and carers to educate and keep children safe from harm and to have their welfare promoted. This is done by the Executive Principal by the publication of this policy to all parents and carers in full on the academy's website.

The academy is committed to working with parents and carers positively, openly and honestly. The academy will ensure that all parents and carers are treated with respect, dignity and courtesy. The academy respects parents' and carers' 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.

The academy will share with parents and carers any concerns they may have about their child unless to do so may place a child at risk of harm.

We encourage parents/carers to discuss any concerns they may have with the Head of Academy as the school's Designated Safeguarding Lead (DSL) or the deputy child protection officer (also Head of Pastoral Care).

The academy will make parents and carers aware of our policy in the academy prospectus and by publishing the policy in full on the academy website. Parents and carers are made aware that they can have a paper copy of this policy on request.

12 Other Partnerships

While the academy appreciates that it is part of an independent Trust, the academy recognises that it is essential to establish positive and effective working relationships with other agencies who are partners on the Local Authority's Safeguarding Children Board. (For example, Children's Services, Barnardo's, the Police, Health, Children and Adolescent Mental Health Service (CAMHS), 'SAFE@LAST' (A charity to support children in danger of running away) and the Education Welfare Service) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

13 Training and Staff Induction

The academy's Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) for child protection undertakes basic child protection training and training in inter-agency working, (that is provided by the Local Authority's Safeguarding Children Board) and refresher training at 2 yearly intervals. The Executive Principal and all other academy staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.

14 Support, Advice and Guidance for Staff

Staff will be supported by the sponsor, DELTA ACADEMIES TRUST, academy personnel, the Local Authority's Safeguarding Children's Board and professional associations.

The Designated Safeguarding Lead (DSL) for Safeguarding / Child Protection will be supported by the Executive Principal, a designated Governor and other appropriately trained colleagues within the academy.

15 Confidentiality

The academy will implement the advice contained in "[Information sharing: advice for practitioners providing safeguarding services](#)"

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

"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."

16 Student Information

The academy will take sensible steps to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The academy will require parents and carers to provide 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 any persons authorised to collect the child from school (if different from above)

- 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 the Child Protection Plan or subject to a care plan
- the name and contact details of the child's or family's G.P.
- any other factors which may impact on the safety and welfare of the child

The academy will collate, store and agree access to this information through its Management Information System (MIS).

17 Recognition of abuse

Introduction

It is not always easy to recognise a situation where abuse may occur or has already taken place. Academy staff have a responsibility and are well-placed observe and to act if they have any concerns about the physical, emotional or behaviour of a young person. The academy encourages and expects staff to discuss any concern they may have about the welfare of a young person immediately with the academy Designated Safeguarding Lead (DSL) or Deputy Child protection Coordinator.

Abuse

There are four main forms of abuse (physical, neglect, emotional and sexual) and the effects of each can be highly damaging, both emotionally and physically, to a young person. We recognise that perpetrators of abuse can be:

- Both male and female (These include, but are not limited to; parents/carers, other family members and known adults and other young people)
- Well known and trusted by the young person (These include professionals who work with children and volunteers)

The abuse can happen anywhere (home, academy, trips, academy activities).

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricated the symptoms of, or deliberately induces ill health to a child whom they are looking after.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child or young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to young people 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 young people. These may include interactions that are beyond child's developmental capability, as well as over protection & limitation of exploring or learning or preventing the child participating in social norms. It may involve causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of ill-treatment of a young person, though it may occur alone.

Emotional abuse can take place through the inappropriate use of technologies which include:

- Cyber - e-mail, internet chatrooms, social networking sites
- Mobile phone - threats by text message and calls
- Other technology - mobile phone cameras, cameras and videos

Forced marriages represent another form of emotional abuse, where Pupils, most often, girls in their mid-teens are forced by their families to marry partners they would not choose themselves, or indeed have even met before the marriage. Sometimes, the marriage ceremony may take place in the families' cultural home country, with the new spouse remaining there afterwards. Depending on the age of the child, their education may also be detrimentally affected by this.

Sexual Abuse

Sexual abuse involves forcing or enticing a young person to take part in sexual activities, whether or not they are aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving young people in looking at, or in the production

of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways. It will also include sexually aggressive behaviour, which may be verbal, physical or involve images. Homophobic bullying is a pernicious activity which Pupils will be sensitively educated about and will be quickly and effectively addressed by the academy whenever a case is suspected.

Sexual abuse can take place through the inappropriate use of technologies which include:

- Cyber - e-mail, internet chat rooms and social networking sites
- Mobile phone – sexualised text message and images
- SEXTING
- Other technology - mobile phone cameras, cameras and videos

People with a disability or Special Educational Needs

Children with a disability are particularly vulnerable to abuse for several different reasons more often than not depending on their impairment. Dependency on others may make a young person feel powerless to report abusive treatment. Different communication methods or an individual's lack of vocabulary might also prove to be a barrier for a child wanting to communicate their concerns, which the academy will be aware of, and seek to address in the event of any concern.

Race and Racism

Young people from black and minority ethnic groups may experience harassment, racial discrimination or institutional racism. Although racism causes harm, it is not in itself a category of abuse, however it may be categorised as emotional abuse. The academy recognises and celebrates the cultural heritage of its Pupils, staff and communities and will respond promptly and efficiently to address any instance of discrimination or harassment in this area.

PREVENT

The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

Ofsted's revised common inspection framework for education, skills and early years, which came into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. The Prevent duty is entirely consistent with schools' and childcare providers' existing responsibilities and should not be burdensome.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Children Missing Education

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

The academy will follow the Local Authority's procedures for 'Children Who May Be Missing/Lost From Education' acting upon updated guidance within KCSIE (Sept 2016). When children on roll at this academy do not turn up, the academy will use a range of procedures and personnel to quickly inform parents, carers, Children's Services and make use of inhouse Education Welfare Officer support or Local Authority Education Welfare Support. Such procedures include the use of automatic texts, which informs parents and carers of a student's absence. Academy staff will also phone parents and carers promptly to ensure that children are safe.

Child Sexual Exploitation

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

- Children who appear with unexplained gifts or new possessions;

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

Honour Based Violence /FGM

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

Indicators

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

Identifying Signs of Possible Abuse

There are certain signs of abuse, both in a young person's appearance and behaviour, which may alert an individual to the possibility that abuse, is occurring. Some of these signs are common to all types of abuse; others are more specific. Knowing the signs to be aware of is essential for recognising a real or potential problem. However, the presence of any one sign in itself may not necessarily mean abuse is occurring, and conversely, a young person who is being abused may show none of the obvious signs. Such factors make the issue of child abuse more complex, but all concerns and suspicions should be reported and acted upon accordingly. The following are indications that a young person may be being abused:

- Unexplained bruising or suspicious injuries
- An injury for which the explanation seems inconsistent
- The young person describes what appears to be an abusive act involving him/her
- Unexplained changes in behaviour (becoming very quiet, withdrawn, outbursts of temper)
- Inappropriate sexual awareness or engaging in sexually explicit behaviour

- Distrust of adults, particularly those with whom a close relationship would normally be expected
- A young person has difficulty in making friends
- Changes in appearance such as weight loss

Remember that at all times the welfare of the young person is paramount. If a young person's behaviour or observations give rise to concern then staff should talk to them sensitively to find out if there is anything wrong or discuss concerns with the DSL or DDSL. It may be appropriate for staff to raise initial concerns with parents, but do so only after discussion with the DSL or DDSL.

Bullying

In child abuse cases it is important to recognise that it is not always an adult who abuses a young person. For example, in the case of bullying the abuser may be another young person and is classed as peer on peer abuse. Bullying is defined as 'The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves'.

The academy's anti-bullying policy covers more detailed information about the academy approach to bullying and should be referred to if bullying is suspected

Bullying behaviour can take a variety of forms including:

- Emotional - Being unfriendly, excluding and tormenting
- Physical - Pushing, punching, kicking and any other violence
- Racist - Taunts, graffiti and gestures
- Sexual - Unsolicited contact, sexually abusive comments
- Disability - Picking on people because of their physical or mental disabilities or those Pupils with Special Educational Needs
- Homophobic - Putting individuals down because of their sexuality
- Verbal - Teasing, name calling, spreading rumours
- Cyber - E-mail, internet chat rooms, social networking sites
- Mobile phone - Threats by text message and calls
- Other technology - Mobile phone cameras, cameras and videos

Indicators of Bullying

Signs and symptoms of bullying are varied but can be displayed in the following behaviour. The bullied party:

- Does not want to walk to and from the academy
- Does not want to use public transport or the academy bus
- Insists that they are driven to and from the academy
- Changes their normal routine
- Begins to truant for no apparent reason
- Becomes withdrawn or displays a sudden lack of confidence
- Is reticent to speak to other peers or teachers
- Attempts or threatens to commit suicide
- Runs away from home
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares
- Is continuously complaining of feeling unwell in the morning and at school.
- Displays a downturn in their academic standards
- Possessions and clothes torn or damaged or go missing
- Asks for money or steals money (to pay bully)
- Loses dinner money on a regular basis
- Has a sudden increase in bruises or cuts which the student finds difficult or are unwilling to explain
- Comes home hungry (money or lunch has been stolen)
- Stops eating
- Suddenly displays unusual aggressive and disruptive behaviour
- Starts to bully other peers or family siblings
- Is reticent or unwilling to talk about what is going wrong
- Shows a sudden drop off in their use of the mobile phone or internet chat rooms

The action the academy will take:

When an incidence of bullying has occurred the academy will ensure the following procedures will take place:

- If bullying is suspected or reported the member of staff who has been approached will deal with the incident immediately
- A clear account of the incident will be recorded and given to the Head of Academy.
- The **Executive Principal/Vice Principal/DDSL** will interview all concerned and will record the incident in the bullying file and on the bullying log (CPOMS). This will ensure that all incidents throughout the academy are logged.
- The Class Teacher will be sensitively informed and an appropriate support strategy agreed with the victimised student(s)

- The Class Teacher will be sensitively informed and an appropriate support strategy agreed with the student(s) who has/have perpetrated the bullying
- Parents/carers will be kept informed at all times
- The academy will consider accessing specialist support for Pupils who may be in need of such help.
- Governors will be kept informed of any serious incident and any follow-up action may be determined at a relevant Governors' meetings. It may be appropriate for a subcommittee to be formed.
- If the bullying continues parents/carers may be asked to come into the academy to meet the appropriate member of staff and a member of the Education Advisor Board. The student(s) will be asked to sign a contract of behaviour and he/she may be isolated from other Pupils during break and lunch
- Incidents will be reviewed to identify Pupils, type, style and location of bullying. This will enable the academy to identify patterns and to develop appropriate action plans
- Sanctions and measures around restorative justice will be implemented as appropriate, in consultation with all parties concerned, and in line with the academy's Behaviour Policy
- In extreme circumstances, the Executive Principal may deem it necessary to contact the Police and legal procedures may result
- All records kept will only be accessed for review by the designated person(s) responsible for monitoring the anti-bullying strategy in relation to setting academy action plans.
- Records may also be accessed by the Executive Principal or pastoral support staff if a student is a repeat offender

Bullying by text, social networking sites and mobile phones

- Pupils will be warned about the need for care when giving out their mobile phone number
- A record should be kept of the date and time of any offensive messages
- Pupils should be encouraged to show the messages to a member of academy staff
- Pupils who report bullying by text message will be taken seriously
- The student's family may need to contact the police
- If such bullying is carried out on a persistent basis or if there is threat of violence, it should be treated as any other serious bullying incident
- Malicious e-mails and messages on social networking sites should be dealt with in the same manner
- Pupils who take photographs on their phones with malicious intent should be dealt with in the same manner

The academy will follow national and local guidance on safe internet use and ensure all Pupils are taught how to protect themselves when using the internet and various forms of social media. Additional information to support parents will be made available.

18 Prevention of Abuse

Much has been said in earlier sections on the prevention of abuse, through heightened understanding staff awareness of different forms of abuse, Safer Recruitment, safe practice, secure record-keeping and accurate reporting. This section details other areas the academy will implement safer practices in.

Code of Behaviour for Staff

The academy has the highest expectations for all staff, to be models of exemplary behaviour and attitude in all circumstances. In order to ensure adherence and understanding, all individuals working for or on behalf of the academy will behave in an appropriate manner towards all Pupils. Young people taking part in academy activities can expect to treat each other with mutual respect and dignity. Academy staff will ensure that acceptable standards of behaviour are communicated to Pupils.

Dealing with allegations against staff

When concerns are raised which might indicate a teacher or member of staff (including volunteers) would pose/ has posed a risk of harm the procedures for dealing with allegations need to be applied with common sense and judgment. Some rare allegations will be so serious they require immediate intervention by childrens social care services and/ or the police. The Local Authority Designated Officer (LADO) should be informed of all allegations that come to an Academy's attention and appear to meet the criteria so they can consult police and childrens social care as appropriate.

The contact details for LADO:

LADO

Gill Alderson

Cedars, Eastern Inway

Grimsby, DN34 5HH

Tel/fax – 325147/325171

ChildrensSafeguardingandReviewingService@Nelincs.gcsx.gov.uk

Tel: 01472 326118

Guidance and Procedures relating to activities and services

In the course of preventing abuse to young people, the academy has established guidance and procedures related to activities and services.

Use of photography, video recording, image recording and mobile phone cameras

There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of young people. The academy will make full use of current best practice and follow guidelines from, for example the DfE and other professional organisations to fully protect the safety of its Pupils.

When using professional photographers or inviting the press to an academy activity, the academy will:

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to young people or one to one photo sessions at events

Parents, carers and spectators intending to photograph or video at an event will be required to follow the Academy's guidelines regarding the appropriateness of photographs.

Young people and their parents will be informed to report any concerns to the event organiser or member of staff. Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.

Staff use of student images: Conscious that there is a need to safeguard Pupils, staff will make prudent use of student images obtained as a normal part of academy life. The transmission of any images of Pupils will be carefully reviewed, seeking the approval of the Executive Principal or Vice Principal beforehand.

Organised photographic opportunities

The majority of promotional and press releases will be organised through the academy senior leadership team. These are generally agreed by both parties in advance. The academy will undertake not to use young person's images unless written consent is obtained from parents or carers for both the taking and publication of films or photographs.

When a media photographer arrives at the venue he/she will be required to have formal identification and have it on view at all times. The photographer will follow all professional codes of best practice, which may include for

example, ensuring that Pupils' names are not usually linked to their images, although the academy recognises that the achievements of particular Pupils may need to be clearly celebrated through a variety of media.

If there is any doubt about the photographer's identity, the Executive Principal or Vice Principal should be informed. The academy will ensure that the young person's names are not mentioned in publications if requested by the parents/carers.

The Internet

The academy operates secure access to the internet through its internet provider, preventing access to inappropriate web sites, chat rooms and social networking sites. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which will be monitored. Any member of staff discovered to have accessed or placed inappropriate material on the internet will be subject to the ICT and Acceptable Use Policy (AUP) Policies and Procedures.

The Academy will follow current DfE guidance on safe internet use and ensure all Pupils are taught how to protect themselves when using the internet.

Visitors and Site Security

The academy will extend a warm welcome to all parents, carers and visitors and appreciates the opportunity to work closely with these, to benefit the learning and well-being of our Pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls will ensure that all Pupils are fully protected from any malign influences or abuse.

Collaboration with the Local Authority

The academy will share information about Pupils and their families in a secure and sensitive manner, to protect the safety, well-being and learning of each student. The CAF and eCAF will form an important element of this communication. The academy will endeavour to take advantage of the Local Authority's expertise too, for example, through the use of personnel such as the Pupil Tracking Officer, and others.

19 Responding to Disclosures, Suspicions and Allegations

See appendix B

20 Monitoring and review of this guidance

This policy will be reviewed every year as a minimum or as soon as possible after any changes in the most recent advice or guidance by the Designated Safeguarding Lead

21 Approval by Education Advisory Board and Review Date

This policy and plan has been formally approved and adopted by the Education Advisor Board at a formally convened meeting.



APPENDICES

Appendix A

Working Together to Safeguard Children March 2015 (Updated Feb 2017)

The full guidance covers:

- the legislative requirements and expectations on individual services to safeguard and promote the welfare of children; and
- a clear framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services.

This document replaces Working Together to Safeguard Children (2013).

Statutory guidance is issued by law; you must follow it unless there's a good reason not to.

The guidance aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements, making it clear what individuals and organisations should do to keep children safe. In doing so, it seeks to emphasise that effective safeguarding systems are those where:

- the child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- all professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- all professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care;
- high quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child;
- all professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes;
- LSCBs coordinate the work to safeguard children locally and monitor and challenge the effectiveness of local arrangements;
- when things go wrong Serious Case Reviews (SCRs) are published and transparent about any mistakes which were made so that lessons can be learnt; and

- local areas innovate and changes are informed by evidence and examination of the data.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf



Appendix B

Logging a Concern about a Student's Safety and Welfare

Record of Concern (Blue form)

| | |
|---|---|
| DATE OF INCIDENT TIME: | NAME OF CHILD: |
| DATE REPORT WAS WRITTEN: TIME: | NAME OF PERSON REPORTING: PLACE DISCLOSURE WAS MADE: |

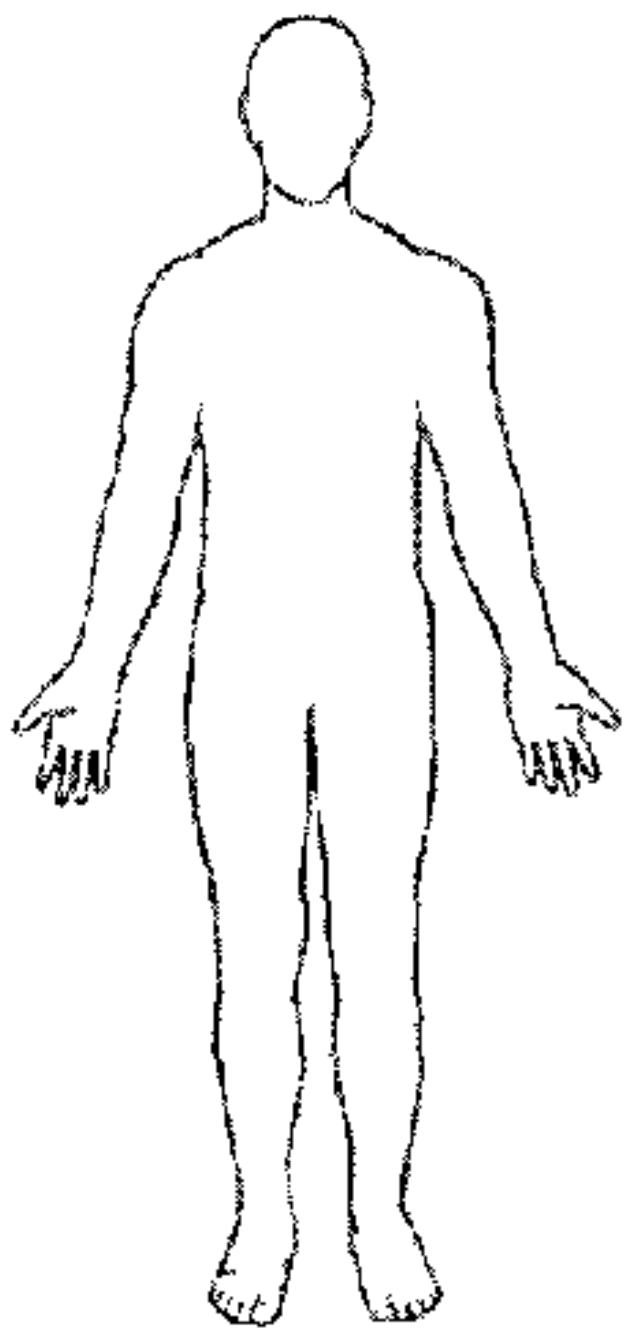
REASON FOR CONCERN

ACTION TAKEN

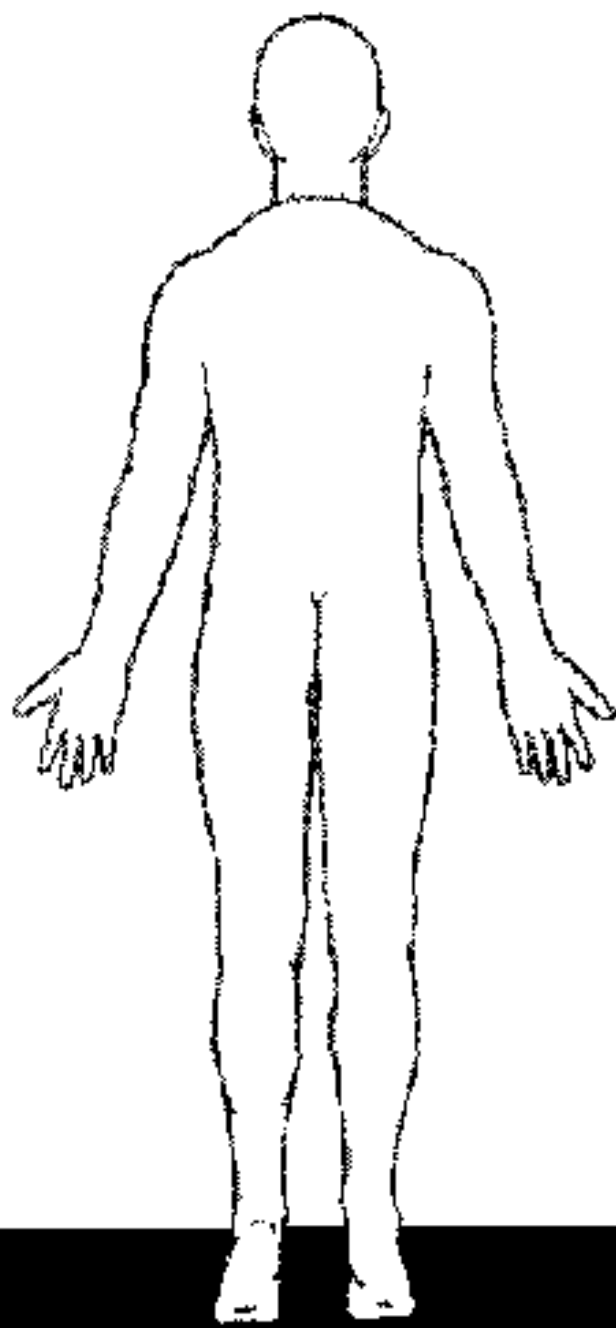
- MONITOR
- SPEAK TO PARENTS/CARERS
- INVOLVEMENT OF OTHER AGENCIES
- SINGLE ASSESSMENT
- GRADED CARE PLAN COMPLETED
- CIN REFERRAL
- CP REFERRAL

OUTCOME

SIGNED



Front



Back

Appendix C

FRONT SHEET: STUDENT PROTECTION RECORD

| |
|--|
| Date file started |
| Name of student |
| Any other names by which this student is known, if relevant |
| Date of birth |
| Address |
| Other family members (include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known) |
| Are any other child protection files held in academy relating to this student or another student closely connected to him or her? YES/NO |
| If yes, which files are relevant? |
| Name and contact number of key worker (Social Services), if known |
| Name and contact number of GP, if known |

Appendix D

Further Essential Safeguarding Information

Child Missing from Education

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

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

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

Schools

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

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

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has 52 for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;

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

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

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

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

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

So-called 'honour based' violence

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

Indicators

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

Actions

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

FGM mandatory reporting duty

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

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

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

Forced Marriage

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

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like:

- UK Safer Internet Centre: appropriate filtering and monitoring

Guidance on e-security is available from the National Education Network-NEN.

Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Staff training

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

Information and support

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.childnet.com/cyberbullying-guidance

www.pshe-association.org.uk

educateagainsthate.com

Preventing Radicalisation

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

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

Prevent

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

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess

the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation. Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

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

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance. An e-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required

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

Appendix E

The signs of successful safeguarding arrangements

When inspecting safeguarding, inspectors will need to use their professional judgement about the extent to which arrangements in a setting are having a positive impact on the safety and welfare of children and learners. This list is intended to help inspectors arrive at those judgements. In settings that have effective safeguarding arrangements, there will be evidence of the following:

Children and learners are protected and feel safe. Those who are able to communicate know how to complain and understand the process for doing so. There is a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.

Leaders and managers have put in place effective child protection and staff behaviour policies that are well understood by everyone in the setting.

All staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners.²

Children and learners can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously. Where children or learners have been or are at risk, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures. Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system.

Written records are made in an appropriate and timely way and are held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.

Any child protection and/or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people in a setting, the matter should be referred to the local authority in which the setting is located.

A record of that referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child or learner from further harm. There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism or that they have sought additional advice and support. Children and learners are supported, protected and informed appropriately about the action the adult is taking to share their concerns. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of harm to a child.

There is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.

Children who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children. In relation to early years settings, providers are aware of and implement the requirements of the 'Statutory framework for the Early Years Foundation Stage' when children go missing while in the care of the provider.³

Any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.

Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.

Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.

Leaders and staff make clear risk assessments and respond consistently to protect children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development.

Children and learners feel secure and, where they may present risky behaviours, they experience positive support from all staff. Babies and young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's and learners' behaviour. They develop effective responses as a team and review those responses to assess their impact, taking into account the views and experiences of the child or learner.

Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners. Reasonable force, including restraint,⁴ is only used in strict accordance with the legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time.

Staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or learners or place them at risk.

There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.

The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm.

All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners.

(Further information can be found: Inspecting safeguarding in early years, education and skills settings (guidance for inspectors undertaking inspection under the common inspection framework)

Further Reading:

Keeping Children Safe in Education (Sept 2016)

Working Together Document (March 2015 – updated February 2017)

Children Missing Education statutory guidance Sept 2016

Prevent Duty (August 2015)

Multi agency statutory guidance on FGM

School staff can access government guidance as required on the issues listed below via GOV.UK and other Government websites:

- Bullying including cyberbullying
- Children missing from home or care
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital Mutilation
- Forced Marriage
- Gangs and youth violence
- Gender based violence/ violence against women and girls (VAWG)
- Hate
- Mental Health
- Missing Children and Adults
- Private Fostering
- Relationship abuse
- Sexting
- Trafficking