

SAFEGUARDING POLICY, including CHILD PROTECTION, FOR ST MICHAEL'S JUNIOR SCHOOL



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Ratified by the Governing Body

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Force and restraint, Behaviour, Safe use of Internet, First aid, Administration of medicines, Staff Handbook and Code of Conduct

LEGISLATIVE FRAMEWORK

This guidance refers to and fulfils the expectations of the following dated documents:

Keeping Children Safe in Education: Statutory guidance for schools and colleges (updated DfE Sept 2018)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together A guide to inter-agency working to safeguard and promote the welfare of children (updated DfE 2018).

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Prevent Duty Guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 (HM Government 2015).

<https://www.gov.uk/government/publications/prevent-duty-guidance>

In Essex, all professionals must work in accordance with the **SET (Southend, Essex and Thurrock) Child Protection Procedures** (ESCB, updated April 2017) and

<http://www.escb.co.uk/en-gb/workingwithchildren/policiesandguidance.aspx>

Effective Support for Children and Families in Essex (ESCB, July 2017)

<http://www.escb.co.uk/>

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the **Essex Safeguarding Children Board (ESCB)**.

Children Act 1989

Children Act 2004

Education Act 2002

Counter Terrorism and Security Act (HMG) 2015
Serious Crime Act 2015 (Home Office 2015) including FGM Act 2003
Sexual Offences Act (2003)
Education (Pupil Registration) Regulations 2006
Information Sharing Advice for Safeguarding Practitioners (HMG 2015)
What do you do if a Child is Being Abused? (HMG2015)
Searching, screening and confiscation DfE 2018
Data Protection Act (2018)
Children and Social Act (2017)
Preventing and Tackling Bullying (DfE, 2017)
Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE, 2018)
Promoting Positive Emotional Wellbeing and Reducing the risk of Suicide (ESCB 2018)
Keeping Pupils and Staff Safe- Management of Behaviour in Schools, including use of physical contact and restrictive/non- restrictive physical intervention to address difficult and harmful behaviour (ESCB 2018)

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PART ONE: SAFEGUARDING POLICY

0. PURPOSE

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. Schools should work with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm.
Keeping Children Safe in Education (date as front sheet)

The document *Keeping Children Safe in Education* MUST be read in conjunction with this policy and should be kept as an appendix to the school's safeguarding policy.

1. INTRODUCTION

1.1 Safeguarding is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

1.2 Safeguarding action may be needed to protect children from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, homophobic, transphobic abuse
- abuse due to disability or SEN
- 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
- 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.
- peer or peer abuse
- being missing in education

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

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force (see our Positive Handling and Restraint Policy) and recognises that where intervention is required, it should always be considered in a safeguarding context.

2 It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

- children's and learners' health and safety and well-being
- 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 safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

2.3 St. Michael's Junior School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (the Children Act 1989).

1.5 Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

1.6 There are three main elements to our Child Protection policy:

Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.

Protection by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns.

Support to pupils who may have been abused.

1.7 This policy applies to all pupils, staff, parents, governors, volunteers, students and visitors to our school.

1.8 This school recognises **it is an agent of referral** and **not of investigation**.

2. SCHOOL POLICY

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Our school therefore aims to:

- Staff in schools should be providing support for pupils as soon as a problem is identified, at any point in a child's life, from the early years through to pupils in their teenage years.
- establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to
- ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty
- ensure pupils receive the right help at the right time to address risks and prevent issues escalating
- include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships
- include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others
- facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government
- make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies

3. ROLES AND RESPONSIBILITIES

3.1 All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school carrying out these responsibilities for the current year are listed on the cover sheet of this document.

3.2 It is the role of the Designated Safeguarding Lead to ensure that all child protection procedures are followed within the school, and to make appropriate, timely referrals to Essex Children's Social Care in accordance with *SET*

procedures (April 2017). If for any reason the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead will act in their absence. Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed including temporary staff, volunteers and contractors within the school are aware of the school's child protection procedures, to advise staff and to offer support to those requiring this.

Keeping Children Safe in Education identifies three main areas of responsibility for Designated Safeguarding Leads:

- managing child protection referrals
- training
- raising awareness

- 3.3 The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children.
- 3.4 The Designated Governor for Safeguarding ensures there is an effective safeguarding policy in place and that this is updated annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- 3.5 The Headteacher and / or the Designated Safeguarding Lead provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- 3.6 The Headteacher/Designated Safeguarding Lead and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 of the Education Act 2002.
- 3.7 The school will publish its safeguarding policy on its school website alongside *Keeping Children Safe in Education*
- 3.8 The school will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.

4. EXPECTATIONS, TRAINING AND SUPPORT

- 4.1 All staff and visitors (where relevant) will:
 - be familiar with this safeguarding policy;
 - be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
 - be involved (where relevant) in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
 - be alert to signs and indicators of possible abuse (See Appendix 1);
 - record concerns and give the record to the Designated Safeguarding Lead and
 - deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible;

- 4.2 The Designated Safeguarding Lead (and Deputy) will undergo updated child protection training every two years. The school will ensure that the Designated Safeguarding Lead (and Deputies) also undertakes training in inter-agency working and other matters as appropriate.
- 4.3 All staff will receive safeguarding training annually. If staff are unable to attend training, they must undertake the accredited ESCB online course and produce a certificate of completion to the School Business Manager to be filed. Staff will undertake yearly refresher training, to be delivered by the Headteacher/ Pastoral Care Manager, usually at the beginning of the Autumn Term. Key staff will undertake more specialist child protection training as agreed by the Governing Body.
- 4.4 All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Handbook / Code of Conduct.

5. THE DESIGNATED SAFEGUARDING LEAD

- 5.1 Our Designated Safeguarding Lead on the senior leadership team is listed on the front sheet. She has lead responsibility and management oversight and accountability for child protection and will be responsible for coordinating all child protection activity. Deputy safeguarding leads are listed on the front sheet.
- 5.2 The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.
- 5.3 When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher.
- 5.4 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- 5.5 Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance (25 years or until they transfer to another school or educational setting).
- 5.6 Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.

- 5.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 5.8 **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
- 5.9 Child protection records will be forwarded on to the Designated Safeguarding Lead at the new school by hand, recorded delivery or electronically to a secure E mail, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- 5.10 If a pupil is permanently excluded and moves to a Pupil Referral Unit or other provision, child protection records will be forwarded on to the relevant organisation.
- 5.11 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 5.12 In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

5.13 **The Headteacher**

The Headteacher works in accordance with the requirements upon all school staff. In Addition, she ensures that all safeguarding policies and procedures adopted by the Governing Body are followed by all staff.

Acting as the Single Point of Contact (SPoC) linked to radicalisation and extremism

- 5.14 Ensuring that staff of the school are aware that you are the SPoC in relation to protecting pupils from radicalisation and involvement in terrorism;
- 5.15 Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- 5.16 Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism;
- 5.17 Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

- 5.18 Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- 5.19 Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;

6. THE GOVERNING BODY

- 6.1 The Governing Body are the accountable body for ensuring the safety of the school
- 6.2 The governing body will ensure that:
- the school has a safeguarding policy in accordance with the procedures of the Local Safeguarding Children Board;
 - the school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
 - at least one senior member of the school’s leadership team acts as a Designated Safeguarding Lead;
 - the Designated Safeguarding Lead attends appropriate refresher training every two years;
 - the Head Teacher and all other staff who work with children undertake training at yearly intervals;
 - temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities;
 - the school remedies any deficiencies or weaknesses brought to its attention without delay; and
 - the school has procedures for dealing with allegations of abuse against staff/volunteers.
- 6.3 The governing body reviews its policies/procedures annually.
- 6.4 The Nominated Governor for child protection at the school is listed on the front sheet. The Nominated Governor is responsible for liaising with the Head Teacher / Principal and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- 6.5 The Nominated Governor will liaise with the Head Teacher and the Designated Safeguarding Lead to produce an annual report for governors and the local authority.
- 6.6 A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

7. A SAFER SCHOOL CULTURE

- 7.1 The school pays full regard to *Keeping Children Safe in Education*. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a

candidate has the health and physical capacity for the job. It also includes undertaking a range of appropriate checks including, right to work in the UK, teacher prohibition checks, checks through the Disclosure and Barring Service (DBS) and checks on disqualification by association.

- 7.2 The school will maintain a single central record (SCR) of all staff, governors and volunteers with the appropriate information recorded and retained in line with the latest guidance.
- 7.3 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- 7.4 Those listed on the front sheet have undertaken Safer Recruitment training. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on / advise the recruitment panel.

8. THE ROLE OF SCHOOL STAFF IN THE PREVENTION OF ABUSE

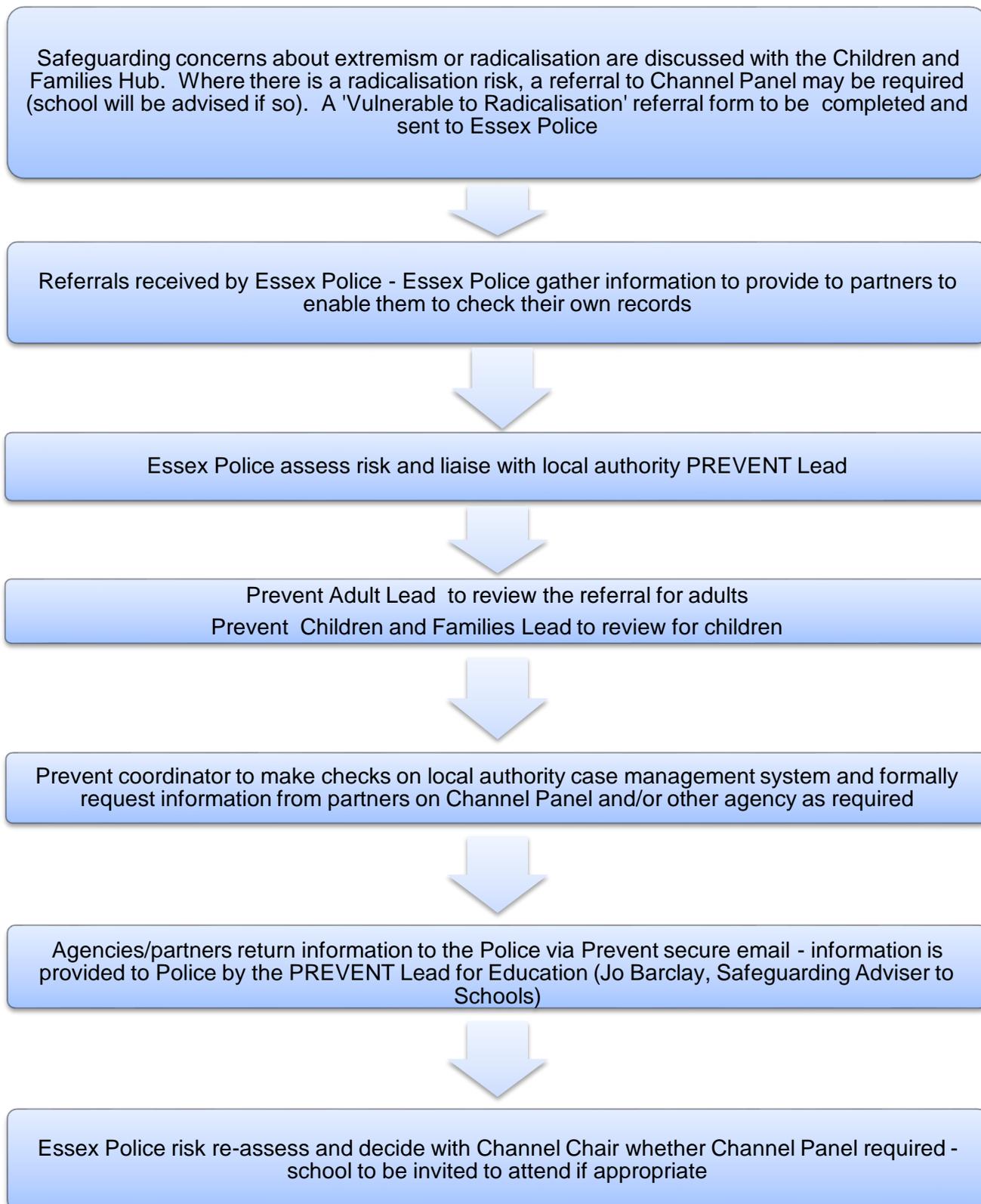
8.1 All school staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of, and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with the designated safeguarding lead (or deputy) – they do not assume that others have taken action.

- 8.2 We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- 8.3 Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.
- 8.4 Relevant issues will be addressed through other areas of the curriculum, for example, circle time, RE, English, History, Drama, Art.
- 8.5 All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.
- 8.6 Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

9. SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM

PREVENT Referral Flowchart



- 9.1 Since the Government published *the Prevent Strategy (date on front sheet)*, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 9.2 Our school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 9.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Our school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 9.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.
- 9.5 Our school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

- 9.6 The school governors, the Head Teacher and the Designated Safeguarding Lead or deputy will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 9.7 This risk assessment will be reviewed as part of the annual S.175 return that is monitored by the local authority and the local safeguarding children board.

Response

- 9.8 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this is the Designated Safeguarding Lead.

- 9.9 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Designated Safeguarding Lead.
- 9.10 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but, most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

10. SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

Forced Marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Female Genital Mutilation (FGM)

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

- 10.1 Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 10.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 10.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.
- 10.4 Our school works with and engages our families and communities to talk about such issues.
- 10.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 10.6 Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

10.7 Our school brings in experts and uses specialist material to support the work we do.

10.8 As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

11. PROFESSIONAL CONFIDENTIALITY

11.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

11.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held treated confidentially.

12. RECORDS, MONITORING AND INFORMATION SHARING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

12.1 Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and are regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

12.2 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

12.3 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. All records will be dated

and signed and will include the action taken. This should be presented to the Designated Safeguarding Lead (or Deputy) who will then decide on appropriate action.

- 12.4 Any file notes are kept in a confidential file in chronological order (which is separate to pupil files) and stored in a secure place. All child protection records are stored securely and confidentially and will be retained for 35 years after the last entry (in line with ECC policy).
- 12.5 If a pupil transfers from the school, these files will be copied and forwarded to the pupil's new educational setting either by hand or registered/recorded post., marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead.

13. ATTENDANCE AT CHILD PROTECTION CONFERENCES, CORE GROUP MEETINGS OR CHILD IN NEED MEETINGS

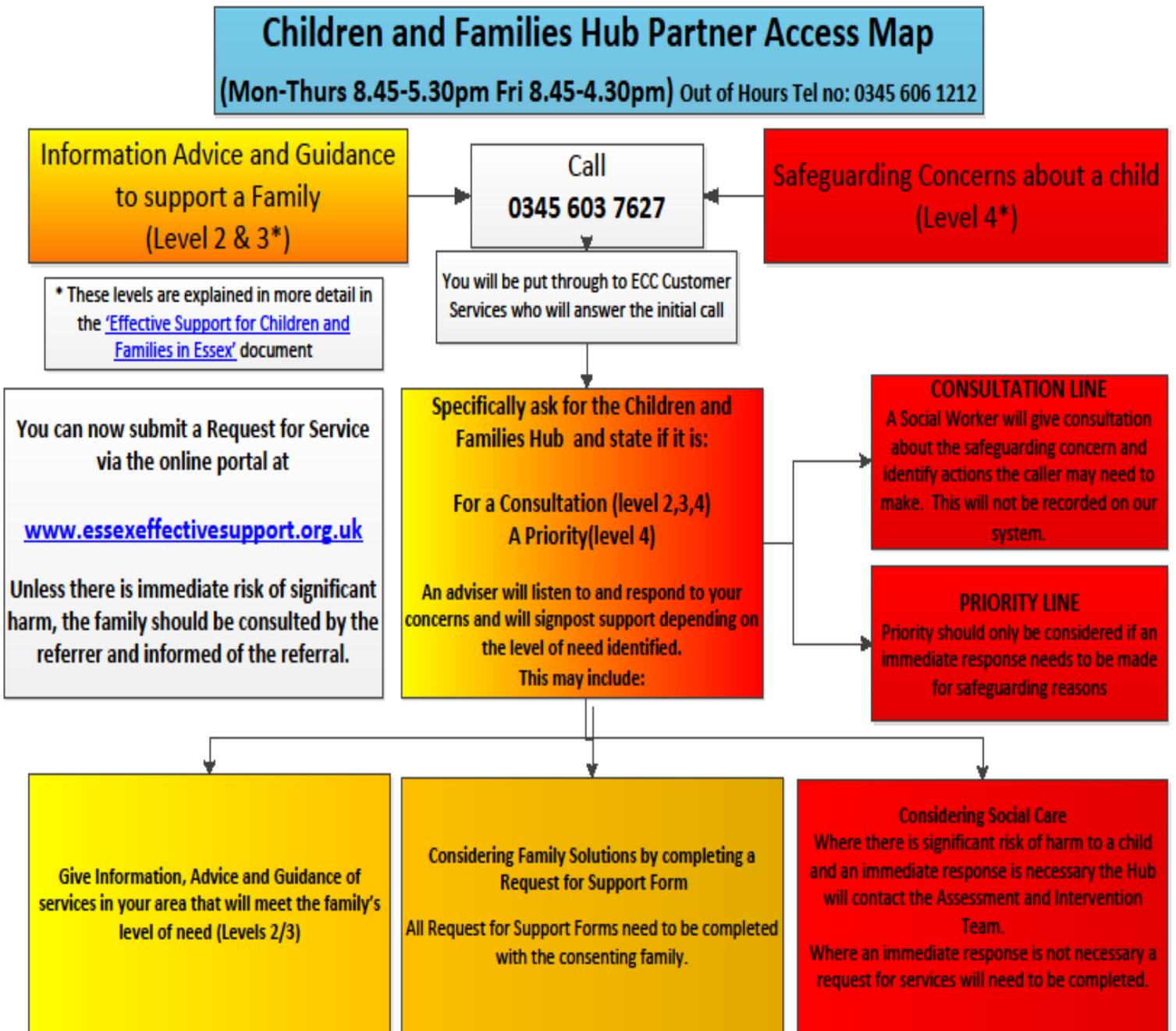
- 13.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at and that a report is submitted to any child protection conference called for children on the school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.
- 13.2 If a child is made subject to a Child Protection or a Child in Need Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, welfare and presentation. If the school are part of the core - group then the Designated Safeguarding Lead should ensure that the school is represented and contributes to the plan at these meetings; that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child's key worker immediately and then record that they have done so and the actions agreed.

14. SUPPORTING PUPILS AT RISK

- 14.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.
- 14.2 Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.
- 14.3 Our school will endeavour to support all pupils through:
- the curriculum to encourage our pupils to stay safe, develop healthy relationships, self- esteem and self-motivation.
 - the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.

- the implementation of the school's behaviour management policies.
- a consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- regular liaison with other professionals and agencies who support the pupils and their families.
- a commitment to develop open and honest and supportive relationships with parents, with the child's best interest as paramount
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in all child protection situations.
- recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

PART TWO – THE KEY PROCEDURES



15. PROCEDURES

- 15.1 All action is taken in accordance with the following guidance as dated on front sheet;
- Essex Safeguarding Children Board Guidelines, the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2018)***
Essex Effective Support Portal
Keeping Children Safe in Education (DfE, 2018)
Working Together (DfE, 2018)
Effective Support for Children and Families in Essex (ESCB, 2017)
PREVENT Duty-Counter-Terrorism and Security Act (HMG, 2015)
- 15.2 When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Safeguarding policy, told who our Designated Safeguarding Lead (and Deputy) is and is informed how to share concerns with the designated Safeguarding Lead or Deputy.
- 15.3 Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However, the Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead and Deputy and how to report any concerns.
- 15.4 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead or in their absence, the Deputy Designated Safeguarding Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 15.5 The Designated Safeguarding Lead or the Deputy will immediately refer cases of suspected abuse or allegations to Essex Social Care via the online portal or by telephone if an immediate response needs to be made for safeguarding reasons. This is done in accordance with the procedures outlined in the *SET procedures* and in *Effective Support for Children and Families in Essex (July 2017)*.
- 15.6 The Designated Safeguarding Lead can request the outcome of a recent family operations request for service submitted to the Children and Families Hub by E mail via the on line portal at the ESCB website <http://www.escb.co.uk/en-gb/home.aspx> within the Quick Links section.
- 15.7 The school will always undertake to share our intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from the Children and Families Hub and / or Essex Police (see the Key Procedures Flow Chart on Page 17).

- 15.8 a. If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration.
- 15.8 b. Safeguarding contact details will be kept prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support.

16. INVOLVING PARENTS / CARERS

- 16.1 In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 16.2 Parents / carers will be informed about our safeguarding policy through school website, updates in newsletters.

17. MULTI-AGENCY WORK

- 17.1 We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to the Children and Families Hub. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.
- 17.2 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.
- 17.3 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- 17.4 Where a pupil/student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- 17.5 We will ensure when working in partnership with other agencies that appropriate consent (if required) is gained from parents.

18. ALLEGATIONS INVOLVING A MEMBER OF THE WORKFORCE

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook/Code of Conduct.

- 18.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.
- 18.2 Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.
- 18.3 The procedure to be followed in the event of an allegation being made against a member of staff is set out in the SET procedures.
- 18.4 Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around data protection.
- 18.5 Where an allegation against a member of staff has been made, the Head Teacher or another senior manager will immediately telephone the Children's Safeguarding Service on 03330 139 797. A Local Authority Designated Officer (LADO) will advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR at Essex County Council.
- 18.6 Where the concern involves the Headteacher, it should be reported directly to the Chair of Governors.

19 ALLEGATIONS AGAINST OTHER PUPILS (PEER ON PEER ABUSE)

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who may have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours to other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as other child protection concerns and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender based abuse, "sexting" or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs (please see Behaviour Policy).

We use lessons and assemblies to help children understand, in an age appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

- 19.1 Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.
- 19.2 When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- 19.3 On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.
- 19.4 The Designated Safeguarding Lead(DSL) will discuss with Social Care and make a referral if necessary. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

20 WHISTLEBLOWING

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

- 20.1 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the schools Code of Conduct / Whistleblowing policy.
- 20.2 Any staff member can press for re-consideration of a case if they feel a child's situation does not appear to be improving. They must refer their concerns to Social Care directly if they have concerns for the safety of a child.
- 20.3 We want everyone to feel able to report any child protection/safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (the line is available from 8:00 – 8:00 pm Monday – Friday) or E mail: help@nspcc.org.uk
- 20.4 Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour help line) or E mail: help@nspcc.org.uk

APPENDICES

DEFINITIONS AND INDICATORS OF ABUSE

Keeping Children Safe in Education (DfE, 2018) defines abuse as the maltreatment of a child.

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children”

1. 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. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- constant hunger;
- stealing, scavenging and/or hoarding food;
- frequent tiredness or listlessness;
- frequently dirty or unkempt;
- often poorly or inappropriately clad for the weather;
- poor school attendance or often late for school;
- poor concentration;
- affection or attention seeking behaviour;
- illnesses or injuries that are left untreated;
- failure to achieve developmental milestones, for example growth, weight;
- failure to develop intellectually or socially;
- responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- the child is regularly not collected or received from school; or
- the child is left at home alone or with inappropriate carers

2. 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 fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- multiple bruises in clusters, or of uniform shape;
- bruises that carry an imprint, such as a hand or a belt;
- bite marks;
- round burn marks;
- multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- an injury that is not consistent with the account given;
- changing or different accounts of how an injury occurred;
- bald patches;
- symptoms of drug or alcohol intoxication or poisoning;
- unaccountable covering of limbs, even in hot weather;
- fear of going home or parents being contacted;
- fear of medical help;
- fear of changing for PE;
- inexplicable fear of adults or over-compliance;
- violence or aggression towards others including bullying; or
- isolation from peers.

3. SEXUAL ABUSE

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- sexually explicit play or behaviour or age-inappropriate knowledge;
- anal or vaginal discharge, soreness or scratching;
- reluctance to go home;
- liability to concentrate, tiredness;
- refusal to communicate;
- thrush, persistent complaints of stomach disorders or pains;

- eating disorders, for example anorexia nervosa and bulimia;
- attention seeking behaviour, self-mutilation, substance abuse;
- aggressive behaviour including sexual harassment or molestation;
- unusual compliance;
- regressive behaviour, enuresis, soiling;
- frequent or open masturbation, touching others inappropriately;
- depression, withdrawal, isolation from peer group;
- reluctance to undress for PE or swimming; or
- bruises or scratches in the genital area.

4. CHILD SEXUAL EXPLOITATION (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate. This one page process map sets out arrangements for CSE in Essex. us of the perpetrator or facilitator.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- entering and/or leaving vehicles driven by unknown adults;
- possessing unexplained amounts of money, expensive clothes or other items;
- frequenting areas known for risky activities;
- being groomed or abused via the Internet and mobile technology including sexting; and
- having unexplained contact with hotels, taxi companies or fast food outlets.

5. CHILD CRIMINAL EXPLOITATION

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

6. DOMESTIC ABUSE

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

5. EMOTIONAL ABUSE

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- the child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- over-reaction to mistakes;
- delayed physical, mental or emotional development;
- sudden speech or sensory disorders;
- inappropriate emotional responses, fantasies;
- neurotic behaviour: rocking, banging head, regression, tics and twitches;
- self-harming, drug or solvent abuse;
- fear of parents being contacted;
- running away;
- compulsive stealing;
- appetite disorders - anorexia nervosa, bulimia; or
- soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- delay in seeking treatment that is obviously needed;
- unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- reluctance to give information or failure to mention other known relevant injuries;
- frequent presentation of minor injuries;
- a persistently negative attitude towards the child;
- unrealistic expectations or constant complaints about the child;
- alcohol misuse or other drug/substance misuse;
- parents request removal of the child from home; or
- violence between adults in the household.

7. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Our school understands that children with special educational needs and disabilities, can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- a bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- not getting enough help with feeding leading to malnourishment;
- poor toileting arrangements;
- lack of stimulation;
- unjustified and/or excessive use of restraint;
- rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- unwillingness to try to learn a child's means of communication;
- ill-fitting equipment. For example, callipers, sleep boards, inappropriate splinting;
- misappropriation of a child's finances; or
- inappropriate invasive procedures.
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers

8. CHILDREN MISSING FROM EDUCATION

- All children, regardless of their age, ability, aptitude and any special educational needs they may have are entitled to a full time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow school's procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).
- Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.
- *Please refer to our Attendance and Punctuality Policy*

9. LOOKED AFTER CHILDREN (CHILDREN LOOKED AFTER)

- Records of looked after children(LAC) are stored along with the child protection information.
- All relevant staff are aware of the pupils' status, for example, access rights for birth parents or those with parental responsibility.

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical** For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - **Emotional** For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual** For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
 - **Neglect** For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils.
3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team. The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
 - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
4. Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward.

INDICATORS OF VULNERABILITY TO RADICALISATION

Prevention of radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - seek to provoke others to terrorist acts;
 - encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - identity crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - personal crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - personal circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a

sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- unmet aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations; and
- significant changes to appearance and / or behaviour;
- experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.