



Marner Primary School

Child Protection Policy

Date of policy: July 2019

Date agreed by Governors: July 2019

Review date of policy: September 2020

Designated persons:

Designated Safeguarding Lead: Nick Hague (Headteacher)

Deputy Designated Safeguarding Leads:

Rumina Rahman (Safeguarding Officer)

Janice Long (Deputy Headteacher)

Carol Doherty (Assistant Headteacher)

Sam Sharpe (Assistant Headteacher)

Email: safeguarding@marner.towerhamlets.sch.uk

Governors with responsibility for Child Protection:

Helen Witty Chair of Governors

If you are unhappy with decisions made by the designated person you can call the Child Protection Advice Line/Multi-agency Safeguarding Hub (CPAL/MASH) on: 0207 364 3444 / 5601 / 5606. However your first port of call should be one of the above designated persons responsible for child protection.

Local Authority Designated Officer (LADO)

Melanie Benzie
L.B. of Tower Hamlets
Children's Services
4th Floor
Mulberry Place
5 Clove Crescent
London E14 2BG
Tel: 020 7364 0677
Email: LADO@towerhamlets.gov.uk

The law on safeguarding

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Keeping Children Safe in Education (DfE Statutory guidance 2018)
- Working Together to Safeguard Children (DfE Statutory guidance 2018)
- The Education (Pupil Information) (England) Regulations 2005
- The London Child Protection Procedure 2015
- Safeguarding Children and Safer Recruitment in Education (DfE 2011)
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2012)
- What to do if you're worried a child is being abused 2015
- Information Sharing 2018

Working Together to Safeguard Children (DfE 2018) requires all schools to follow the procedures for protecting children from abuse which are established by the Tower Hamlets Safeguarding Partnership/Children's Board.

Keeping Children Safe in Education (DfE Statutory guidance 2019) – this key document was updated with changes taking effect from 2nd September 2019. All staff have received a copy of Part 1 of the document.

All staff must read Keeping Children Safe in Education Part 1 and Annex A, Marners Primary's Child Protection Policy, Behaviour Policy and the Staff Code of Conduct.

Marner Primary School Policy for Child Protection

Aims

At Marner Primary School our core responsibility is for the safety and well-being of the children in our care. As such we take our responsibility for safeguarding, including our statutory responsibilities, very seriously. Only if children are safe and happy are they able to fulfil their potential in their learning.

Objectives

There are five main elements to our policy:

- Establishing a safe environment in which children can learn and develop.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe. Pupils are taught about safeguarding as a part of the national curriculum through PSHE, SRE and Religious Education.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Staff development and learning to recognise children in need of protection

It is recognised that members of staff in schools play an important role in identifying potential case/s of child abuse. It is also important that all relevant agencies involved in child abuse co-operate together for the benefit of the child. The Headteacher is the designated safeguarding lead (DSL), the school has four deputy DSL's– the Safeguarding Officer, Deputy Head and Assistant Heads. They coordinate liaison with the social care department of children's services, with other relevant agencies and with teachers/support staff in school. For this procedure to work, it relies on the skills and expertise of every class teacher and adult within school to recognise or report concerns.

All staff should be aware of the difference between a 'concern' about a child and where a child is in 'immediate danger or at risk of harm'. A concern should be discussed promptly with a DSL but where there is 'immediate danger or risk of harm' immediate action must be taken to make the child safe and the Headteacher or deputy DSL's must be involved immediately.

Safeguarding children is everyone's responsibility, as such all staff members should have total commitment to child protection. They will raise children's awareness about themselves through personal and social education, health education, and develop a trusting climate so that children feel able to talk and share their thoughts and feelings. All staff are encouraged to share any concerns about a child or family. Concerns are

made in writing to the designated person. Staff understand that in exceptional circumstances they may report concerns directly to social care.

Marnar Primary School has a policy of partnership between home/parents/carers and school, but with child protection, or suspicion of child abuse, our first responsibility is always to the child. This may mean that parents/carers are not informed or consulted in some instances. This will be the case if informing the parents/carers could put the child at further risk. We may not be able to prevent child abuse, but by following child protection procedures, we are trying our best to protect all our children and this is our first responsibility.

Procedures

The DSL, or deputy DSL's will follow the procedures set out by the Local Safeguarding Children's Board/Partnerships and take account of guidance issued by the DfE and the London Borough of Tower Hamlets. This includes the LBTH Multi-Agency Safeguarding Thresholds Guidance, which is underpinned by the continuum of need outlined by the London Safeguarding Children Board to:

- Provide a designated senior person for child protection who has received appropriate training and support for this role. The designated person is Nick Hague.
- Provide a nominated governor responsible for child protection who liaises regularly with the designated teacher. The designated governor is Helen Witty.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Report any child who is believed could have become missing and keep children on roll until it is clear that they are accounted for or until advised by a welfare officer that the case is in hand.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations. Records are transferred securely, separately to other pupil files.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure that provision is made within the wider curriculum to promote personal safety.
- Ensure that all confidential emails are sent via Secure Data Transfer (Egress).

Information sharing is key to safeguarding and promoting the welfare of children. It enables intervention that crucially tackles problems at an early stage. This will be in

line with GDPR data protection guidelines which according to the DfE Toolkit for schools: does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need.

In reporting any concerns, all adults in school must follow the following procedures. If a child discloses abuse or a member of staff is concerned that he or she could be at risk of significant harm (Appendix B: Categories and Signs of abuse), there are three things to do:

- Report in writing (and verbally) immediately to one of the DSL's (Appendix D: Cause for Concern Form). All verbal conversations to be promptly recorded in writing.
- Do not promise the child that it will be kept a secret
- Do not speak to the parents/carers

The designated person will check against the child protection chronology to see if there have been previous concerns. The designated person will, if appropriate, call the CPAL/MASH on: 0207 364 3444 / 5601 / 5606. They will evaluate to see whether the concern meets the threshold for referral to the Multi Agency Safeguarding Hub (MASH). If the child already has an allocated social worker, they will be informed.

If the above is not appropriate then all referrals are discussed with the schools Social Worker and a decision made as to action to be taken. It is very important in these cases that prompt and correct procedures are followed under the Local Safeguarding Children's Board/Partnerships guidelines.

The reporting teacher/staff member will be told of any further action taken i.e: Children's Social Care referral, monitoring etc. If the reported case is taken up and investigated by an external agency, then any meetings, child protection conferences or action taken will be followed through and the teacher/staff member concerned informed.

Staff members have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.

Children may feel they will not be believed, or that they will be punished. Staff will need to say that whatever has happened it is not their fault. Fear of the consequences of telling is very common. It can be very tempting to offer a promise of confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen, together with a commitment to support the child. It is crucial not to ask leading questions. Our role is to enable the child to speak and then know what to do next.

The school's social worker and designated persons all have access to the secure chronological database which is backed up regularly. Records of reports made are kept in a secure place in the Safeguarding Office. This includes all children, who, for

whatever reason, need to be monitored. Staff are kept informed of any child in their class who is identified. Teachers/staff must inform the Designated Safeguarding Leads of any changes/additions so that this can be kept up to date.

Procedures for concerns about Extremism or Radicalisation

Staff should be aware that any concerns about extremism or radicalisation must be referred to a DSL immediately, using the procedures as set out above for safeguarding concerns.

The Understanding Tower Hamlets' Prevent Guidance outlines that if schools are concerned that a child/young person may be at risk of being drawn towards violence or violent extremism in future they should:

1. Talk to the family and other professionals working with the child/ young person about the concerns and get their views.
2. Seek consent from the parents to complete an Early Help Assessment (EHA – formerly CAF). This will get a holistic perspective on the situation and determine if there are additional needs and, if so, how these could be met.
3. Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the child and their family.
4. If concerns persist and the TAC approach does not seem to be having a positive impact, then a referral to the Multi-Agency Safeguarding Hub (MASH) should be made.

If we have evidence or reason to believe a child or young person may already be engaged in or drawn towards violence or violent extremism or in contact with others who engage in or promote violence, we must refer to MASH immediately by using the LBTH Inter-Agency Referral Form and calling the MASH.

In considering such cases, the Channel Panel discussion will include representatives from the Metropolitan Police Prevent team and Children's Social Care who will contribute advice and guidance.

Whole school Prevent training was undertaken on 08/01/19 and 22/03/19.

Early Help

Early Help means taking action to support a child, young person or their family **early** in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood, and applies to any problem or need that the family cannot deal with or meet on their own. Early help is vital and in our school this means discussing concerns with a Designated Safeguarding Lead in order for a child to access help at an early stage.

Children with Special Educational Needs and Disabilities

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Keeping children safe from harm in schools relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focussed action plans that sufficiently respond to their needs. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school SEN policy which supports children with SEN and disabilities.
- An effective partnership between the SENCO and designated safeguarding leads should identify children with the highest risks. By linking the information on the school's SEN register and those who score highly on other risk factors, resources can be effectively focussed.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

Understanding the risk factors behind child abuse enables schools to target those children and families at greatest risk and ensure that monitoring processes are particularly robust for those pupils.

Peer on Peer Abuse

The school recognises that children are capable of abusing their peers and staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". We are aware of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators) but all peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse is most likely to include, but may not be limited to, bullying (including cyberbullying), physical abuse, sexual violence and harassment, initiation/hazing type violence and rituals and sexting. For concerns around sexting the school will follow the advice of the UKCCIS guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people. The Voyeurism (Offences) Act 2019 states that the act of

'upskirting' is a criminal offence. The Criminal Prosecution Service (CPS) defines 'upskirting' as the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission.

The school has put in place safeguards to reduce the likelihood of peer on peer abuse. There is an established ethos of respect, happiness, growth, hope and motivation and with a clear Behaviour and Anti-Bullying Policy which sets out the schools expectations and consequences for unacceptable behaviour. The school will also act to minimise the risk of peer on peer abuse by ensuring a safe environment, promoting positive standards of behaviour, having effective systems in place where children can raise concerns and teaching safeguarding through the curriculum via PSHE, SRE and other curriculum opportunities.

Staff should be aware that any peer on peer allegation must be referred to a DSL immediately, using the procedures as set out above for safeguarding concerns. Peer on peer abuse will be recorded and investigated as a safeguarding issue and the children involved supported. Where a concern regarding peer on peer abuse has been disclosed to the Designated Safeguarding Leads, advice and guidance will be sought from Children's Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Safer Recruitment

The DfE's 2011 guidance "Safeguarding Children and Safer Recruitment in Education" is followed in recruitment and employment procedures in the school. All members of staff are subject to an enhanced DBS check which is updated every three years. A single central record of recruitment and vetting checks is maintained by the School Business manager who is responsible for HR.

According to The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2017, all Governors must have an Enhanced DBS certificate.

The school will obtain an enhanced DBS certificate for all volunteers who are new to working in regulated activity. A risk assessment will be undertaken in accordance with Keeping Children Safe in Education, to determine whether to obtain an enhanced DBS certificate for any volunteer **not** engaging in regulated activity.

Allegations against staff

- The school's procedures for dealing with allegations of abuse against members of staff and volunteers comply with guidance from the local authority and locally agreed interagency procedures.
- The governor responsible for Child Protection is responsible for liaising with the LA and/or partner agencies in the event of the Headteacher being accused.
- Every attempt will be made to maintain confidentiality and to guard against publicity while an allegation is being investigated or considered.

Whistle Blowing

The school has a whistle blowing policy which encourages staff to voice concerns about the attitude or actions of colleagues. Any allegations against staff should be referred to the Headteacher who will immediately contact the Local Authority Designated Officer (LADO) and the local authority policy will be followed. Staff can also contact the NSPCC whistle-blowing helpline number on 0800 028 0285.

Local Authority Designated Officer (LADO) Melanie Benzie, L.B. of Tower Hamlets Children's Services, 4th Floor Mulberry Place, 5 Clove Crescent, London E14 2BG
Tel: 020 7364 0677 Email: LADO@towerhamlets.gov.uk

In the case of any allegations against the Headteacher the chair of governors (Helen Witty) should be contacted - helen.witty@marnertowerhamlets.sch.uk.

Training

- The whole staff receives child protection updates at least once a year.
- Child protection procedures are explained during the induction of any new staff and training given within their first year of service.
- The designated safeguarding lead and the deputies receive training every 2 years.
- Every interview panel will include a member of the SLT who has been trained in safer recruitment.
- Staff receive regular safeguarding updates via email, weekly staff briefings/meetings and Inset.

Role of the Social Worker

Marnert School have an SLA with the Local Authority to host a Social Worker for a day a week. All concerns within the school that do not meet the threshold for involvement from Children's Social Care/ Statutory provisions are discussed with the school Social Worker and decisions made as to how to proceed. Outcomes of those discussions may be that either the Social Worker may then meet with the family or a DSL will have a discussion with parents/ families about a concern. The decision will be recorded on the safeguarding chronology.

Governance

A record of all the training completed by all the school staff is kept up to date and audited once a year. This is reported to the Governing Body on an annual basis. The Safeguarding Officer reviews all referrals on an annual basis and compiles a report for the Governing body.

Linked policies

This policy should be read in conjunction with other related school policies, including the Online Safety, Behaviour and Anti-Bullying policies.

The designated safeguarding lead (DSL) should take lead responsibility for safeguarding and child protection. The responsibilities for the DSL are as follows and taken from Annex B of Keeping Children Safe in Education 2018:

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- Act as a point of contact with the three safeguarding partners/LSCB;
- Liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners/LSCB, other agencies, organisations and practitioners;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability require to keep children safe whilst they are online at school or college;
- Can recognise the additional risks that children with SEN and disabilities (SEND face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training course;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

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

Child protection file

Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including 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 acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 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.

General Signs and Symptoms of Abuse

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
 - Bruise marks in or around the mouth
 - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
 - Grasp marks
 - Finger marks
 - Bruising of the ears
 - Linear bruising (particularly buttocks or back)
 - Differing age bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look
- Attention seeking
- Apprehension
- Anti-social behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to do PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. School and college leaders and those staff who work directly with children should be aware of the following specific safeguarding issues:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges

Private Fostering

A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

There is a mandatory duty to inform the local authority of children in such arrangements. Education, health and other professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding

risk and to help prevent the risks of a child going missing in future. Staff should be aware of their schools or college's unauthorised absence and children missing from education procedures.

The school's procedures for children who have poor attendance or are regularly missing is outlined in the Attendance Policy. 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. Parents should ensure that the school has at least two emergency contacts for their children.

Further information can be found in 'Children missing education: statutory guidance for local authorities – 2016.

Child criminal exploitation

County lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Child Sexual Exploitation

According to the DfE guidance for Child Sexual Exploitation 2017, the statutory definition for CSE is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

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.

So-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. 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.

Female Genital Mutilation

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.

There is a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation. 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.

FGM indicators

- The girl may confide that she is to have a “special procedure“ which will make her a woman or talk of a ceremony taking place for her or other siblings. There may be talk of vaccinations or talk of absence from school. Girls are more at risk of FGM during school summer holidays.
- A girl or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent. This is not enough on its own but might be significant when added to other concerns.
- A mother or an older sibling had already undergone FGM
- Prolonged absence from school with a noticeable change in behaviour on return
- Finding it difficult to sit still and appears to be experiencing discomfort or pain
- Spending a long time away from class for toilet breaks
- Asking to be excused from PE or swimming
- Suddenly visiting the school nurse more frequently
- A sudden change in dress

Preventing Extremism and Radicalisation

From 1 July 2015 the Prevent duty became law under the Counter Terrorism and Security Act 2015. This is a duty on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism. School and college staff should understand when it is appropriate to make a referral to the Channel programme. 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

In a school context the five strands that support the prevention of violent extremism are to:

1. Understand how an extremist narrative which can lead to harm can be challenged by staff in schools; and model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm.
2. Understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks within the school.
3. Understand how to support individuals who are vulnerable, through strategies to support, challenge and protect.
4. Increase the resilience of pupils and of school communities through helping acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others.
5. Use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict and active citizenship.

It appears a decision by a young person to become involved in violent extremism:

- May begin with a search for answers to questions about identity, faith and belonging
- May be driven by the desire for ‘adventure’ and excitement
- May be driven by a desire to enhance the self-esteem of the individual and promote their ‘street cred’
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism – early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslim Against Crusades” or other non-proscribed extremist groups such as the English Defence League
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)

This school addresses this issue through the curriculum and other activities: These may include:

- Work on community cohesion, tolerance and anti-violence addressed throughout curriculum: promoting alternative positive narratives to counteract extremist ideologies
- Open discussion and debate of issues and the law in a supportive environment
- Critical appraisal of sources/ internet resilience/ identifying propaganda – relevant for all subjects but especially when using the internet for research
- Citizenship programmes – British Values
- Social and Emotional Aspects of Learning
- Anti-bullying work including homophobia and violence against women
- Rewarding positive behaviour
- Pastoral and induction support
- Work on safety, risk and crime prevention
- Opportunities for channelling positive engagement e.g. charities/ community work
- Positive in and out of school hours programmes
- Access to youth clubs and holiday programmes
- Parenting programmes to ensure consistent messages between home and school

Attached at **Appendix C** is the PREVENT triangle of intervention showing, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counter extremist messages

PREVENT Triangle of Intervention

BEYOND PREVENT

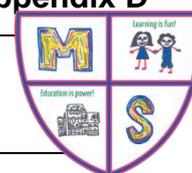
Justice System /
Counter Terrorism

The **CHANNEL PANEL**

oversees individual multi-agency support and diversionary programmes for adults and children at risk from violent extremism or radicalisation.

Universal Provision for PREVENT

Preventative support in schools, youth clubs, etc. to promote positive values and community cohesion, protect children from extremist dialogues, encourage safe and open debate and critical thinking, engage them in positive activities and educate them about world affairs and personal safety (including cyber safety). This would include high quality Citizenship education and teachers managing topical and controversial issues.



CAUSE FOR CONCERN FORM
 Staff, volunteers & regular visitors are required to complete this form and pass it to the Designated Safeguarding Lead if they have safeguarding concerns about a child.

Child Name:	DOB:	Class:
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Reason for referral (Please tick all relevant boxes)

- | | |
|---|---|
| <input type="checkbox"/> Possible neglect | <input type="checkbox"/> Social/emotional/behavioural |
| <input type="checkbox"/> Request for information or support from parent/carer (Housing/Benefits etc.) | <input type="checkbox"/> Disaffection/motivational issues – (withdrawn/general unhappiness etc.) |
| <input type="checkbox"/> Aggressive to peers/adults | <input type="checkbox"/> Emotional wellbeing – bereavement/family issues |
| <input type="checkbox"/> Concern in regards to management of medical conditions | <input type="checkbox"/> Attendance issues – poor attendance/punctuality, truanting in combination with other factors |
| <input type="checkbox"/> Parental discord/conflict – including suspected DV | <input type="checkbox"/> Suspect abuse |
| <input type="checkbox"/> Would like to discuss concerns with the School Social Worker | <input type="checkbox"/> Other |

Staff name:	Signature:	Date:
Date of incident/disclosure:	Location:	Time:

NATURE OF CONCERN:

Please include what the child said in their own words or details of your concern, including a description of any injuries and approximate size (use body diagram to indicate area of injury). Provide details including times/dates, if this has happened before, witness details/who else was there and what you said (use additional sheet if required)

TO BE COMPLETED BY DESIGNATED SAFEGUARDING LEAD

Date form received by DSL:	
Intervention/action and outcome:	
Staff name:	Signature: