Carmel Education Trust
Safeguarding Children / Child Protection Policy

Version 7 to reflect revised Statutory Guidance issued September 2019

Please refer to school specific policy folder for the bespoke policy for each school

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Carmel Education Trust
Safeguarding Children / Child Protection Policy

In all cases of actual or suspected abuse / neglect the Designated Safeguarding Lead must be informed and the relevant Local Authority Child Protection Procedures followed – these are online procedures, which are regularly updated. Key staff should upload the relevant website to their desktop for instant access.

Darlington:

http://www.darlingtonsafeguardingboards.co.uk/children-safeguarding-board/professionals/multi-agency-child-protection-procedures/

Stockton:

http://www.teescpp.org.uk/

The Designated Safeguarding Lead (the Designated Person in school for Child Protection) is: Name: **Mrs Clare Humble**
In his / her absence the Designated Safeguarding Lead is: Name: **Mrs Claire Carey or Mr Marc Scott**
The MAT Director for Child Protection is: Name: **Yvonne Coates**
The Local Management Board / Interim Advisory Board Governor for Child Protection is: Name: **Mrs. Mary Toth**
The Designated Person for Looked After Children in the School is: Name: **Mrs Clare Humble**
[Note – where the is a separate Early Years provision the designated person for this should be clearly identified]

Signed: Mr A Ramsey Headteacher/ Principal Date: 30/09/19	Signed: MAT Director: Date:

Statement of Intent

The Trust is committed to providing the highest standard of education for all students based on equality of access and opportunity. The Trust and this Academy subscribes to the 5 outcomes of Every Child Matters and, therefore the aim for every child, whatever their background or their circumstances, to receive the support they require in order to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Every human being has a value and dignity which we acknowledge as coming directly from God's creation of male and female in his own image and likeness. This implies a duty to value all people and therefore to support them and protect them from harm.

Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined by Working Together to Safeguard Children, July 2018 as:

- Protecting children from maltreatment
- Preventing impairment of children's health ~~and~~ or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

For the purposes of this guidance children includes everyone under the age of 18.

The Trust fully recognises the responsibilities and the duty placed upon it to have arrangements to safeguard and promote the welfare of all students at the School. Each academy will adopt this safeguarding policy but their practice will built around the procedures and protocols adopted of each local authority.

Related Policy Areas

This policy is part of a coherent to approach to safeguarding children and young people in our schools and a number of other policies are either in existence or under development that support its' implementation including:

- Physical Interventions
- Anti-harassment & Bullying
- Health & Safety
- Photography, Video, Internet Usage
- E Safety
- Off-site Educational Visits
- Supporting Children with Medical Conditions
- First Aid
- Whistleblowing
- Complaints

- Hire of Facilities and Lettings
- Sex & Relationships Education
- Drugs Education
- Behaviour Policy
- Code of Conduct for Employees
- Safe Recruitment and Selection Policy
- Attendance Policy
- Political Indoctrination Policy

Organisation

Key Principles

The Carmel Education Trust believes that all children and young people:

- Have the right to be protected from harm and / or abuse
- Have the opportunity to develop fully
- Have their basic needs met.

Statement of Intent

The Trust recognises that abuse occurs to children of all ages, both sexes, different races and cultures, and occurs in all social classes.

The Trust recognises that because of their day-to-day contact with students, staff are extremely well placed to observe outward signs of abuse.

This policy applies to all staff, Directors, members of Local Management Boards and other agencies or volunteers working in schools.

Framework

Key documents, which inform this policy, are:

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education - September 2018
- Children and Social Work Act 2017
- What to do if you are Worried a Child is Being Abused - March 2015
- Counter Terrorism and Security Act 2015
- Framework for the Assessment of Children in Need and their Families – DoH (2000).
- The Education Act 2002 Sections 157/175
- Children Act 1989
- Children Act 2004
- Childcare Act 2006, Section 43
- Safeguarding Vulnerable Groups Act 2006
- The procedures of the Darlington Local Safeguarding Children Board
- The procedures, protocols and guidance of the Stockton Local Safeguarding Children Board

Objectives

This policy is based around three main objectives:

Prevention

- Providing an environment in which students feel safe, secure, confident, valued and respected, and know how to approach adults if they are in difficulties.
- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensuring safe recruitment practice is implemented through effective Disclosing and Barring Service checks of all adults within schools who have access to children.

Protection/Procedures

- Through the establishment of a systematic means of monitoring students, known or thought to be at risk of harm.
- Through the establishment of structured procedures which will be followed by all members of the school community in cases of suspected abuse.
- Through the development of effective working relationships with all other agencies, involved in safeguarding children.
- Taking account of the procedures set out by the Local Safeguarding Children Board.

Support

- Ensuring that key concepts of child protection are integrated within the curriculum via PSHE, and that students are educated about risks associated with internet use and new technology.
- Ensuring that students are listened to and their concerns taken seriously and acted upon.
- Working with others to support students who may have been abused to access the curriculum and take a full part in school life.
- Ensuring that pupils receive age appropriate relationship and relationships and sex education

Roles and Responsibilities

The Trust takes seriously its statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within school to identify, assess, and support those children who are suffering harm. The Trust also acknowledges its responsibility under section 157 of the Education Act 2002 and the Independent Schools Standards (England) Regulations 2014 to safeguard children. Schools have in place policies and procedures that satisfy and comply with the guidance issued by the Secretary of State (Keeping Children Safe in Education – September 2019).

The Trust recognises that safeguarding extends to issues such as student health and safety, arrangements to meet the needs of children with medical conditions, Looked After Children, providing first aid, Health & Safety, school security, education in drugs and substance misuse, the prevention of bullying, including cyber-bullying and e safety, PSHE and relationships and sex education.

Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children. The

Trust will ensure that its Local Management Boards, Senior Leadership Teams and Designated Safeguarding Leads are aware of, and follow, Local Safeguarding arrangements, that they understand the local protocol for assessment and ensure that these are reflected in our own policies and procedures. Our schools will work with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm, including providing a coordinated offer of Early Help when additional needs are identified, and contributing to inter-agency plans to provide additional support to children subject to Child Protection plans.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. **All** staff have a responsibility to provide a safe environment in which children can learn.

Training and support

Each school has a Designated Safeguarding Lead who has undertaken Level 3 Child Protection training which is regularly updated (at least every 2 years).

There is a senior member of staff or Deputy who is ready to act in the Designated Safeguarding Lead's absence, who has also received training which is regularly updated (at least every 2 years).

There is a nominated MAT Director responsible for safeguarding and child protection.

There is a nominated Local Management Board Governor for child protection.

All members of staff and governors receive Level 1 training (at least every 3yrs) to develop their understanding of:

- types of abuse and neglect and their signs and indicators of abuse
- how to respond to a pupil who discloses abuse or neglect
- the procedures to be followed in sharing a concern of possible abuse / neglect or a disclosure of abuse or neglect including knowing how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care.
- the process for making referrals to Children's Social Care
- how to identify children who may benefit from early help and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- the local early help processes and their role within it
- what to do if a child is in immediate danger or is at risk of harm
- How to record all concerns, discussions and decisions made and the reasons for those decisions which should be in writing.

In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

New staff, supply staff and volunteers are advised of the School's safeguarding and child protection arrangements, and contact details of the Designated Safeguarding Lead, as part of their induction into the school. **All** staff will be made aware of systems within their school which support safeguarding and these will be explained to them as part of induction. This will include the:

- Safeguarding policy
- Behaviour policy
- Code of conduct
- Safeguarding response to children who go missing from education; and
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and their deputies).

Safer Recruitment & Selection

Preventing unsuitable people from working with children and young people is essential to keeping children and young people safe. Rigorous selection and recruitment of staff and volunteers is therefore a key responsibility of the Board of Directors, Local Management Boards and Headteachers / Head of Schools. Safe staff recruitment ensures that the following areas are addressed:

- Recruitment advertisements include a child protection statement.
- At interview candidates are asked to account for any gaps in their employment history.
- DBS checks are carried out on all potential employees and volunteers where deemed appropriate.
- Pre-appointment checks are also carried out in accordance with Keeping Children Safe in Education (Part 3)
- References are taken up and verified.
- A central record of checks is maintained in each school and reviewed regularly by the Directors

Records

The Trust recognises that well-kept records are essential to good child protection practice. Child protection records are kept separately from the main school file in a locked cabinet.

Extended schools and lettings

Where services or activities are provided separately by another body using school premises, the School will seek written assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

Responsibilities of the Headteacher/Principal

The Headteacher/Principal will:

- Ensure that the safeguarding policies and procedures are fully implemented and followed by all staff.
- Ensure that resources are allocated to enable the Designated Safeguarding Lead and other staff as required, to attend strategy discussion, inter-agency meetings, contribute to assessments etc.
- Ensure that appropriate members of staff have received training on the use of the Common Assessment Framework (a standardised early assessment), and that they are able to identify any additional needs that a student may have so that they may receive appropriate support at an early stage.
- Ensure that appropriate staff participate and liaise in multi-agency safeguarding arrangements and processes.
- Ensure that there is an identified senior manager to take on the above responsibilities in the absence of the Headteacher/Head of School.
- Be responsible for receiving allegations against staff and volunteers.
- Record details of all allegations against staff and volunteers and report them to the MAT.
- Be responsible for carrying out any actions agreed by the Trust and reporting on outcomes.

Responsibilities of the Designated Safeguarding Lead

The designated safeguarding lead will be a senior member of staff appointed from the school or college senior leadership team and will take **lead responsibility** for safeguarding and child protection.

The school or college may appoint one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding and child protection remains with the designated safeguarding lead. This responsibility will not be delegated.

The designated safeguarding lead and any deputies should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children. The designated safeguarding lead (and their deputies) are the professionals most likely to have a complete safeguarding picture of the school and are therefore the most appropriate person to advise on the response to safeguarding concerns.

The Designated Safeguarding Lead is responsible for:

Managing referrals

- 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; and
- Refer cases where a crime may have been committed to the Police as required.

Working with others

- 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 (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Undertaking 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, but 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;
- 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 required 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 courses; and
- 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.

Raising Awareness

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school 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 Local Management Boards 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; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the school or college 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.
- 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) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In exceptional circumstances availability via phone and or Skype or other such mediums will be acceptable.
- The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The Designated Safeguarding Lead will act as the Prevent Duty Single Point of Contact (SPOC) and fulfil the role and responsibilities detailed at **Annex A.**

Responsibilities of Looked After Children Co-ordinator

The Designated Teacher for Looked After Children will promote the educational achievement of children. They will ensure that staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead (where they are different), will through the designated teacher for looked after children, have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. They will work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. The Designated Teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. They will support the local authority Personal Advisor appointed to guide and support the care leavers, and will liaise with them as necessary regarding any issues of concern affecting a care leaver.

The Trust will ensure that the Designated Teacher receives appropriate training and the relevant qualifications and experience.

Responsibilities of the Child Protection Director and the Trust

The Trust will:

- exercise overall responsibility for the health, safety and welfare of all staff, pupils and visitors to Trust premises and Trust activities

The Responsible Director will:

- be responsible for developing an in depth understanding of Trust safeguarding and child protection policies
- ensuring that policies and procedures are up to date
- champion child protection and safeguarding issues
- ensuring that Directors and members of Local Management Board receive regular safeguarding and child protection training

Responsibilities of the Local Management Board - Governor for Child Protection

Each Local Management Board fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children and young people.

The nominated governor will:

- work with staff to monitor the school's policy and practice regarding child protection, including checking that the single central record for staff is complete and up to date, and checking that all staff have received appropriate training in child protection.
- champion child protection and safeguarding issues
- draft the annual safeguarding report with the Designated Safeguarding Lead.

Responsibilities of the teaching, volunteer and non-teaching staff in the School

The *Teacher Standards 2012* state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The responsibilities of the teaching, volunteer and non-teaching staff are:

- Providing a safe environment in which children can learn
- Identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- Undertaking appropriate training in relation to safeguarding and promoting the welfare of children at least once every three years.
- Be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction.
- If staff have **any concerns** about a child's welfare, they should act on them immediately and speak to the Designated Safeguarding Lead (or Deputy)**.**

- Options will then include:

    - managing any support for the child internally via the school or college's own pastoral support processes

    - an early help assessment; or

    - a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm. The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. The referrer should follow up if this information is not forthcoming.

- **A**ll incidents must be dealt in line with the safeguarding policy and with the flowchart at **Annex B – Actions where there are concerns about a child**.

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, they should follow the Whistleblowing Policy. The NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not fee able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school.

In all cases relating to child protection the Designated Safeguarding Lead will work with other staff who know and work with the child in question, in order to identify the most successful way of dealing with the child protection need. Relevant staff may, depending on the nature of the child protection issue, be asked to support social workers to take decisions about individual children including attendance at children's social service reviews and case conferences in relation to named children, although the Designated Safeguarding Lead will need to have accurate information and feedback in relation to these meetings. Decisions regarding child protection will ultimately rest with the Designated Safeguarding Lead.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, or if the Designated Safeguarding Leading is not available then staff members can speak to another member of the Senior Leadership team or directly to children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Dealing with Disclosures of Abuse

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- stay calm and be available to listen
- listen with the utmost care to what the child is saying
- question normally without pressurising
- don't put words into the child's mouth but note the main points carefully
- keep a full record – date, time what the child did, said etc.
- reassure the child and let them know they were right to inform us
- inform the child that this information will now have to be passed on
- immediately inform the Designated Safeguarding Lead or when absent the Headteacher/Head of School

Contextual Safeguarding Issues

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available

evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding.

Confidentiality and Information Sharing

The Trust recognises that all matters relating to child protection are confidential.

The Designated Safeguarding Lead will disclose personal information about a student to other members of staff on a need to know basis only.

All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or well-being, or that of another student. If a student confides in a member of staff and requests that the information is kept secret, the member of staff must tell the student sensitively that s/he has a responsibility to refer cases relating to alleged abuse to the appropriate agencies for the student's sake. Within this context, the student should be assured that the matter will only be discussed with people who need to know about it and that they will treat the matter confidentially.

In cases where abuse is suspected or alleged, teachers and other members of staff must share this concern immediately with the Designated Safeguarding Lead. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

The School will always undertake to share any intention to refer a child to Children's Social Services with their parents / carers **unless to do so could put the child at greater risk of harm, or impede a criminal investigation.**

Allegations against staff – Refer to Part 4 of Keeping Children Safe in Education September 2019

All staff must take care not to place themselves in an inappropriate position with a student. Where possible, work with individual students should be conducted in the view of other adults. If staff members have concerns about another staff member then this should be referred to the Head of School / Headteacher.

All staff are referred to the Code of Conduct for Employees, with reference to conduct.

If a student makes an allegation against a member of staff, the member of staff receiving the allegation will immediately inform the Headteacher/Head of School or the most senior member of staff if the Headteacher is not present. Allegations will always involve a discussion with the Local Authority Designated Officer.

In all cases where the allegation or suspicion of child abuse involves the Designated Safeguarding Lead, other members of staff must share the concerns with the Headteacher/Head of School who will inform the Local Authority Designated Officer.

In all cases where the allegation or suspicion of child abuse involves the Headteacher/Head of School, other members of staff must share the concerns with the Chief Executive Officer

of the Trust who will inform the Local Authority Designated Officer. If concerns are raised about the Chief Executive then the Chair of the Board of Directors must be informed who will inform the Local Authority Designated Officer.

The Trust will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the Trust and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

What Staff Should Look Out For

Early Help

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. **All** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Any child or young person may require safeguarding or benefit from early help, but all school and college staff should be particularly alert to the potential need for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Indicators of abuse and neglect

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. 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 by 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 from 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph on peer on peer abuse).

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, for example, 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.

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.

Peer on peer abuse

27. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

• bullying (including cyberbullying);

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

• sexual violence, such as rape, assault by penetration and sexual assault;

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

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

- sexting (also known as youth produced sexual imagery); and

- initiation/hazing type violence and rituals.

Peer on Peer Abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". The Trust recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's

Behaviour Policy. 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.

Part 5 of Keeping Children Safe in Education sets out how Trust schools will respond to reports of sexual violence and sexual harassment.

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 should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL will contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

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).

In some cases 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.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

A key individual will be assigned to both the victim and all edged perpetrator to provide support throughout the process.

Serious violent Crime

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

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

Online safety

The Trust will ensure that appropriate filters and monitoring systems are in place. It will ensure that children are taught about safeguarding, including online safety as part of the

delivery of a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Relationships and Sex Education and through Personal, Social, Health and Economic (PSHE) education both of which become mandatory from September 2020.

The use of ‘reasonable force’ in schools and colleges

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

The Trust does not support the operation of a ‘no contact’ policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, Local Management Boards and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups.

Monitoring and Record Keeping

It is essential that accurate records be kept where there are concerns about the welfare of a child. These records should then be kept in secure, confidential files, which are separate from the child’s education records. It is important to recognise that there is no authorisation or requirement to disclose to parents any written information relating to Child Protection.

Staff must be aware and report issues relating to:

- poor attendance and punctuality
- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about pupil on pupil abuse (including serious bullying)

When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

Supporting Vulnerable Children and Young People

The Trust recognises that children who are abused or witness abuse may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. Their school may be the only stable, secure and predictable element of the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. Some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The School will endeavour to support vulnerable students through:

- Delivering curriculum opportunities which may help them to understand personal circumstances and situations.
- Providing a positive ethos through which the student can be supported, feel secure and valued.
- The application of the behaviour and discipline policy, which is aimed at supporting vulnerable students. The School will ensure that the student knows that some behaviour is unacceptable but at the same time they are valued, and are not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the students for example Children's Social Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology.
- A commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so.
- Vigilantly monitoring children's welfare, keeping records and notifying pastoral staff and/or Children's Social Services as soon as there is a recurrence of a concern.

The School will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables students to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all students know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Provide opportunities across the curriculum, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

Specific Safeguarding Issues

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

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

Children Missing from Education (CME)

A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM, forced marriage and chid sexual exploitation. Staff will follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The law requires all our schools to have an admission register and an attendance register. Pupils must be placed on both registers. Pupils must be placed on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school will notify the local authority at the earliest opportunity to prevent the child from going missing from education.

Our registers will be kept up to date and parents will be encouraged to of any changes whenever they occur. In accordance with the Trust Attendance Policy schools will regularly monitor attendance to identify patterns of absence and vulnerable pupils. Schools must inform the local authority of any pupil who fails to attend school regularly, or has for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies the school that a pupil will live at another address, the school will record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school will record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The school will notify the local authority **within five days** when a pupil's name is added to the admission register. The school will provide the local authority with all the

information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

The school will notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f) (iii) or (h) (iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education Guidance

If the school notifies the local authority that a pupil's name is to be deleted from the admission register**,** the school must provide the local authority with:

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

When making a return the school will highlight to the local authority where they have been unable to obtain the necessary information from the parent and highlight any contextual information of a vulnerable child missing education, such as a safeguarding concern.

The school will use the DfE school2school secure internet system to transfer pupil information to another school when a child moves. The school will send a Common Transfer File (CTF) to the new school when a pupils ceases to be registered with them and becomes a registered pupil at another school in England or Wales. The school will use the 'Lost Pupil Database to upload the CTF of a pupil who has left but their destination or next school is unknown or if they have moved abroad or moved to a non-maintained school.

Where reasonably possible, Academies should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Children with family members in prison

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

Child Sexual Exploitation (CSE)

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

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

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[1] 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

[1] national crime agency human-trafficking

- 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.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse signs symptoms effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

So called 'Honour Based Violence', Female Genital Mutilation and Forced Marriage

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be

handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM Mandatory Reporting Duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. **Those failing to report such cases will face disciplinary sanctions**. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at-
Mandatory reporting of female genital mutilation procedural information

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

Forced Marriage

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

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Note: A forced marriage must not be confused with an arranged marriage where both parties agree to the union.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

We will assess the risk of children being drawn into terrorism including support for extremist ideas that are part of terrorist ideology. The Designated Safeguarding Lead acting in their capacity as the Prevent Single Point of Contact will assess on an annual basis the level of risk within the school and put actions in place to reduce any identified risks - **Annex C** (worked example)

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.
There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Sexual violence and sexual harassment between children in schools and colleges
Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment
When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media; and
    - sexual exploitation; coercion and threats
    - upskirting.

Upskirting
'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in **Annex B**. If staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support is attached at **Annex D.**

Parental Involvement

It is important that all parents/carers understand the responsibilities placed on the School and staff for child protection, and in particular the need to:

- Safeguard and promote the welfare of children.
- Share information and work in partnership with other agencies when there are concerns about a child's welfare.

Each schools sets out their obligations for child protection on their web pages. Information will be provided so that students and parents / carers will be made aware of how the child protection system works and with whom they can discuss any concerns. Information will also be made available about local and national telephone help-lines including the relevant local authority Duty Team.

In general the School will seek to discuss any concerns about a student's welfare with the family and, where possible, seek their agreement to making referral to Children's Social Services. **However this will only be done where it will not place a student at increased risk of significant harm.**

Monitoring, Evaluation and Review

The Trust will review this policy on an annual basis or in light of any changes in legislation and/or guidance. Each school will ensure that their practice is in line with this policy by completing the Safeguarding Children in Education Checklist for Directors and Governors annually. The checklist can be downloaded from the Carmel Education Trust Policies area on Sharepoint.

Safeguarding Contacts

There are many people who may be able to help, including:

Stockton

During office hours:

The Children's Hub, Hartlepool and Stockton-on-Tees

First Contact Stockton and Hartlepool have come together in one team hosted by Hartlepool.

Telephone: 01642 130080 or 01429 284284

Email: childrenshub@hartlepool.gov.uk

Out of hours:

Emergency Duty Service: Tel: 01642 524552

In an emergency contact the Police on:

Tel: 999 /101

Hartlepool & Stockton-on-Tees Safeguarding Children Partnership

Address: Civic Centre, Level 4, Victoria road, Hartlepool, TS24 8AY

Telephone: 01429 523825

Email: HSSCP@hartlepool.gov.uk

Durham

First Contact/Social Care Direct

If you have a concern about a child or young person's welfare who lives in County Durham, call First Contact. First Contact brings together children's services staff with partners such as Durham Constabulary and health services.

During office hours:

Telephone: 03000 267 979

Email: scd@durham.gov.uk

Out of hours:
Emergency Duty Service: Tel: 03000 267 979

In an emergency contact the Police on:

Tel: 999 /101

Darlington Children's Access Point

If you have a concern regarding a child or young person, please contact the Children's Access Point:
01325 406222 or email: **childrensaccesspoint@darlington.gov.uk**
Darlington Multi-Agency Safeguarding Hub / First Response Telephone: 01325 742020

Out of hours:

Emergency Duty Service: Tel: 01642 524552

In an emergency:

Dial 999 / 101

Darlington Local Safeguarding Children Board

The Business Unit staff are based at Town Hall, Feethams, Darlington, DL1 5QT

Telephone: 01325 406452

General email: LSCB@darlington.gov.uk

Darlington LSCB Safeguarding Children's Officer: Joanna Conway

Other Useful Contacts

Diocesan Safeguarding Team
Telephone **0191 243 3305** Monday to Friday 8.30 am to 4.30 pm
Email safeguarding@diocesehn.org.uk
Angie Richardson - Diocesan Safeguarding Coordinator (angie.richardson@stcuthbertscare.org.uk)

Catholic Safeguarding Advisory Service (CSAS)

Telephone: 0121 237 3740
www.csas.uk.net

NSPCC Telephone: 0808 800 5000
www.nspcc.org.uk

Child Line Telephone: 0800 1111
www.childline.org.uk

Stop it Now Helpline Telephone: 0808 1000 900
www.stopitnow.org.uk

National Domestic Violence Helpline

Telephone: 0808 2000 247
www.womensaid.org.uk

http://www.cedar.uk.net/

Family Action Telephone: 020 7254 6251
http://www.family-action.org.uk

DfE's Counter Extremism Helpline - (020 7340 7264) or counter.extremism@education.gov.uk. For school staff and governors to raise concerns relating to extremism directly and in confidence.

Darlington & Durham Prevent
You can refer an individual to the Channel process or report PREVENT related information to the Force PREVENT team - **0191 375 2234**

HQspecialbranch@durham.pnn.police.uk

Cleveland Police - Counter Terrorism
Communities and Partnerships Team

Email: mailto:communities&partnerships@cleveland.pnn.police.uk

To report illegal information, picture or videos found on the internet
http://www.direct.gov.uk/reportingonlineterrorism
Anti-terrorist hotline: 0800 789321

Annex A

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

- Raising awareness about the role and responsibilities of the School in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- Monitoring the effect in practice of the school's curriculum to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;

- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;

- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel process;

- attending Channel meetings as necessary and carrying out any actions as agreed;

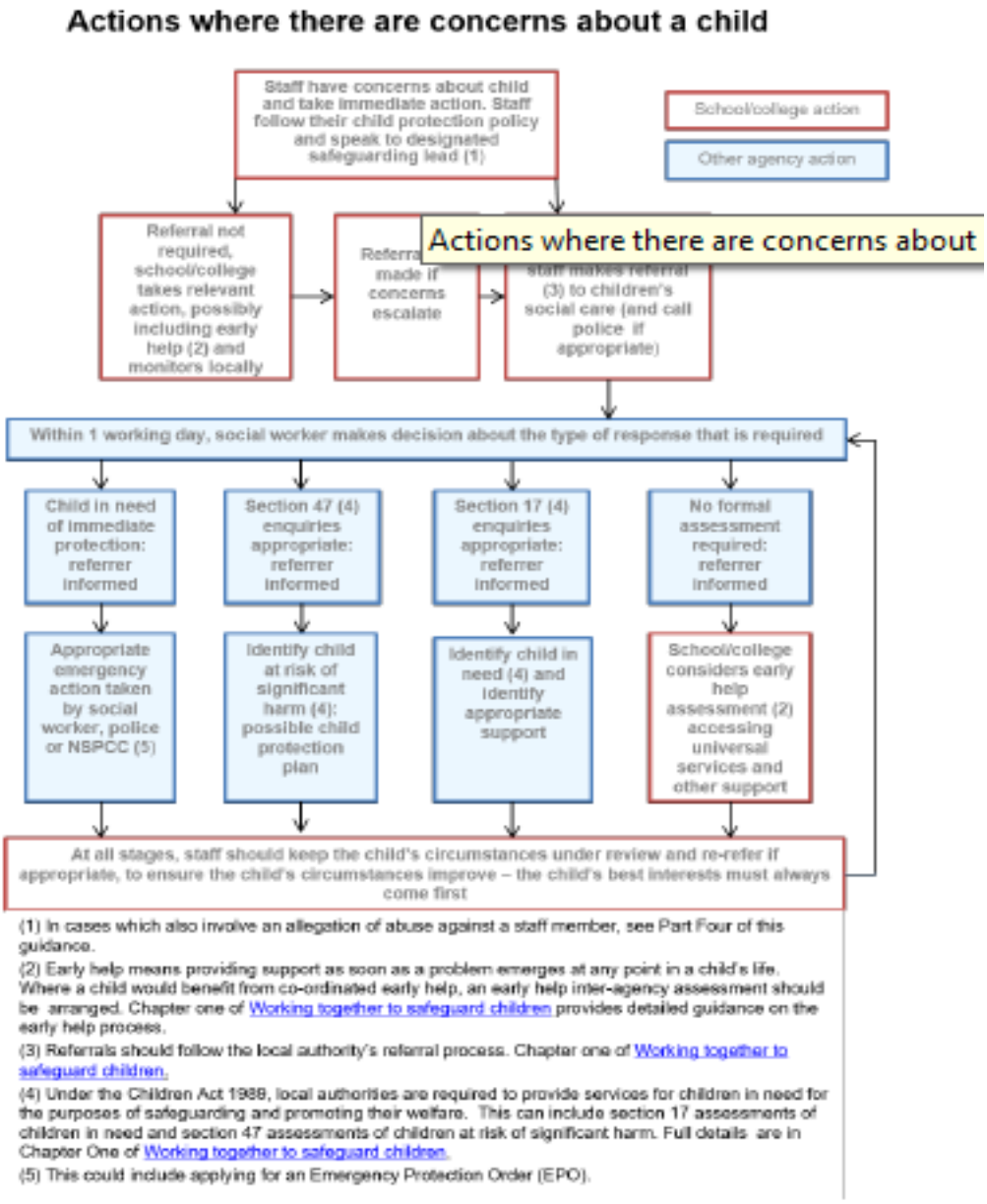
- Reporting progress on actions to the Channel; and

- Sharing any relevant additional information in a timely manner.

Annex B

ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.** *



Annex C

Prevent Duty Risk Assessment / Action Plan

School Name:	
Name of assessor(s):	
Date of assessment:	
To be reviewed on:	

- **Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which is underpinned by the Counter- Terrorism and Security Act 2015**
- **Section 26 of the Act places a duty on specified authorities to have "due regard to the need to prevent people from being drawn into terrorism".**

Darlington/ Durham Risk Level	Low	Information received through Counter Terrorism Local Position via DBC

Risk Area	Risk	Actions required	Existing measures in place	Proposed Actions	Completion Date	Who	Evidence	Self-Assessed Rating
Welfare and safeguarding	Leadership SMT, Governor, school Staff do not demonstrate awareness and understanding of the risk of radicalisation in their area, institution or body.	Head Teacher, Governors and SMT to understand Prevent, its objectives and the expectations of the Prevent duty.	DLS attended Prevent briefing and WRAP Training session	LSCB Guidance circulated Prevent Duty - Indicators of Vulnerability to Radicalisation - Preventing Radicalisation and Involvement in Extremism Headteacher/ Principal and Senior Leadership Team have taken part in training.			LSCB Briefing records	**Red (R): not able to evidence any** **Amber (A): evidence of some but not all** **Green (G): evidence of all and more**
		Identified strategic Prevent lead within the school to promote duty within setting.		Name			Named lead in post	

	No area, institution or body is risk free	The Prevent agenda and its objectives to be embedded within safeguarding processes taking into account the policies of the LSCB. Roles and responsibilities regarding Prevent outlined for • SMT • Safeguarding Team • School Staff • Volunteers • Supply staff	Safeguarding Policy identifies roles and responsibilities		Date		Safeguarding policy	
	Staff and Governor Training Insufficient training and understanding leading to children	Key staff and Governors have sufficient training and understand the risk of radicalisation and know how to refer children who may be vulnerable to being drawn into terrorism.	Annual Safeguarding Training	Whole staff ??? WRAP E- Learning Briefings	Date		Training records	

	vulnerable to radicalisation	Strategic Prevent lead and/or Safeguarding leads have a good understanding of Prevent, are able to recognise vulnerability to being drawn into terrorism and challenge extremist ideology associated with it. The lead(s) understand(s) how to obtain support for people who may be vulnerable to radicalisation and understand the Channel program. Awareness of Channel processes in Darlington Channel Panel Chair contact details Safeguarding referral process and information sharing	**Key Contacts known** CAP (Children's Access Point) Joanna Conway Education Safeguarding Officer Secondary Behaviour and Attendance Partnership CHANNEL Panel Chair -Jo Benson, Head of Youth Offending Service Existing referral process for all safeguarding concerns.	DSL attended WRAP training DSL attended WRAP briefing Deputy to attend WRAP Training. DSL and Deputy to complete Channel program. Key contacts to be added to safeguarding procedures.	Date		Training records Safeguarding procedure	
	Pupils	Curriculum in place that helps protect students	PSHE Activities				**PSHE activities**	

	Pupils are radicalised by factors internal or external to the school.	against extremism and promotes community cohesion Staff are able to provide appropriate challenge to other staff, students, parents or governors if opinions are expressed that are contrary to fundamental British	British values part of school life.	**Review of PSHE activities**			**curriculum records ???**	

		values and promotion of community cohesion. School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences. The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media. Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations.	Safeguarding and whistleblowing policies					
Risk Area	**Risk**	**Actions required**	**Existing measures in place**	**Proposed Actions**	**Completion Date**	**Who**	**Evidence**	**Self-Assessed Rating**

Partnership – referral process	No effective engagement with partners – lack of information sharing	Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures. A single point of contact for any Prevent concerns raised by staff within the school to be identified. An appropriate internal Prevent referral process has been developed Partner agency communication channels to be developed – Prevent Lead at DBC and Durham Constabulary are first port of call when outside agencies need to be consulted or for making a Channel referral.	Policies and procedures in place. Named SPOC ……. Durham Constabulary – Team- add in contact details	Review and updated safeguarding procedures.			Policy and procedures	
Risk Area	**Risk**	**Actions required**	**Existing measures in place**	**Proposed Actions**	**Completion Date**	**Who**	**Evidence**	**Self-Assessed Rating**

IT systems	Pupils access terrorist material whilst using school networks Pupils can access Online/social media communications relating to extremist or terrorist material.	Review of school filtering systems and policies to ensure effective filtering.	School has appropriate filtering in place. IT policy and procedures in place	Procedure to include actions for alerts or beaches on network.			Procedure Records of beaches and action log maintained	
Hire of school / Guest speakers	Events are hosted at the school which promotes terrorism or which popularise hatred or intolerance of those with particular protected characteristics	Review of guest speaker and hire procedures.	Hire policy and procedures in place. Staff present at all times with guest speakers.	Review of procedures			Procedure	

Annex D

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Wellbeing	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Teaching Online Safety in Schools Sexting: responding to incidents and safeguarding children	DfE guidance UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office

Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy