



**PRENTON HIGH SCHOOL FOR GIRLS**

**CHILD PROTECTION AND SAFEGUARDING POLICY**

Owned:	Student Services   Outcomes & Performance
Reviewed:	Autumn 2020
Ratified:	Autumn 2020
Next review:	Autumn 2021

**Record of training:**

Whole school training completed – Level 1	February 2017 September 2018 September 19 September 2020
Senior Designated Lead for Safeguarding – Level 2	Alison Roberts, June 2018
WRAP training in school courses:	Staff training (October '15; November '15 and January '16) Annual refresher
Senior Designated Person – Level 2	Lisa Ayling, February 2017 Geraldine Fraser, February 2017
Safer recruitment training	Lisa Ayling, Headteacher November 2013 Geraldine Fraser, Deputy Headteacher November 2017
Managing Allegations Training	Geraldine Fraser, Deputy Head, November 19 Alison Roberts, Head of Student Services, July 19

**Nominated School Governor for Child Protection is:** Mrs Lyn Eaton

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## Statement of intent

Prenton High School for Girls is committed to safeguarding and promoting the welfare, both physical and emotional, of every student both inside and outside the school premises.

(1.2) Our students' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of students and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm. All practitioners should make sure their approach is child centred, which means that at all times we should consider what is in the best interests of the child.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation, statutory guidance and local safeguarding procedures including:

*'Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children, March 2018'* and *'Keeping Children Safe in Education: statutory guidance for schools and colleges, September 2020.*

All procedures can be found on [www.wirral safeguarding.co.uk](http://www.wirral safeguarding.co.uk).

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play ensuring children and young people are safe from abuse, exploitation and harm. No single practitioner 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.

(1.4) This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Wirral Safeguarding Board Safeguarding Policies and Procedures (<https://www.wirral safeguarding.co.uk/procedures/>). These are in keeping with relevant national procedures and reflect what the Board considers to be safe and professional practice in this context.

This policy applies to all members of staff in our school, including all permanent, temporary and support staff, Governors, volunteers, contractors and external service or activity providers.

This policy applies to all learners in this school.

In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age.

The aims of this policy will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help identify people who might pose a risk to children.
- Educating students on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to abuse.
- Understanding that children's special educational needs and disabilities may be an additional barrier when recognising abuse and neglect.
- Ensuring that members of the governing body, the Headteacher and staff members understand their responsibility, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The school's designated safeguarding lead is: Mrs Alison Roberts.

In the absence of the designated safeguarding lead, child protection matters will be dealt with by: Mrs Geraldine Fraser, Deputy Headteacher.

In the rare event of both these members of staff being absent, concerns should be reported to the Headteacher.

The school's designated lead for Children Looked After is Mrs Leonie Hepke.

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## **Definition**

For the purposes of this policy, Prenton High School for Girls will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Ensuring early intervention to support our students and their families.

## **Legal framework**

This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

- Children Act 2004;
- Education Act 2011
- Education (Health Standards) (England) Regulations 2003;
- Safeguarding Vulnerable Groups Act 2006;
- Education (Student Referral Units) (Application of Enactments) (England)(Amendment) Regulations 2012;
- School Staffing (England) Regulations 2017, as amended;
- Education (Independent School Standards) (England) Regulations 2014;
- Equality Act 2010;
- Education (Non-Maintained Special Schools) (England) Regulations 2011, as amended;
- Protection of Freedoms Act 2012;
- DfE (2018) 'Working Together to Safeguard Children';
- DfE (2020) 'Keeping Children Safe in Education';
- DfE (2015) 'What to do if you're worried a child is being abused';
- DfE (2015) 'Information sharing';
- DfE (2015) 'Disqualification under the Childcare Act 1006';
- DfE (2015) 'The Prevent duty';
- The Education (School Teachers' Appraisal) (England) Regulations 2012;
- The Children and Families Act 2014;
- The Sexual Offences Act 2003; and
- Working Together to Safeguard Children July 2018.

## **Roles and responsibilities**

All staff have a responsibility to provide a safe environment in which children can learn.

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

### **The governing body has a duty to:**

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Ensure that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children July 2020'.
- Ensure that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.

- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the Headteacher or other Governor.
- Ensure that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff to the role of designated safeguarding lead as an explicit part of the role-holder's job description – there should always be cover for the designated safeguarding lead.
- Consider how children may be taught about safeguarding, including protection for dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned – this is a legal duty.
- Ensure that there are procedures in place to handle allegations against other children.
- Ensure that the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children.
- Ensure that there are systems in place for children to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of 'looked after children' and ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep 'looked after children' safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

**The Headteacher has a duty to:**

- Safeguard children's wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- The case manager for dealing with allegations of abuse made against school staff members is the Headteacher. The case manager for dealing with allegations against the Headteacher is the Chair of Governors, Mrs Lyn Eaton. The procedure for managing allegations is contained within a separate policy – Managing Allegations of Abuse Against Staff.
- The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- The Headteacher will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- All staff members, Governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to students who disclose abuse and what to do if they are concerned about a child.

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### **The designated safeguarding lead has a duty to:**

- Refer all cases of suspected abuse to children’s social care, the Local Authority designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Liaise with the Headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children’s Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how LAs 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 Child Protection Policy and procedures, especially new and part-time staff members.
- Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure the school’s Child Protection & Safeguarding Policy is reviewed annually and the procedures are updated and reviewed regularly, and work with the governing body regarding this duty.
- Ensure the school’s Child Protection Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- Link with Wirral Safeguarding Children Board (WSCB) to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding <https://www.wirralsafeguarding.co.uk/procedures/>.
- Ensure that the student’s child protection file is copied when transferring to a new school.

### **Other staff members should:**

- Safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.
- If at any point there is a risk of immediate serious harm to a child, make a referral to children’s social care immediately.
- Support social workers in making decisions about individual children, in collaboration with the designated safeguarding lead.
- Works in partnership with the Designated Safeguarding Lead and the LA’s Channel Panel to assess the extent to which individual students are at risk of being drawn into terrorism.

### **Our school will support all students by:**

- Recognising that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.
- Accepting that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

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- Ensuring the content of the curriculum includes social and emotional aspects of learning. Through form time provision, PSHE and other curriculum contexts, students are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice.
- Ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly.
- Ensuring that safeguarding is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- Providing students with a number of appropriate adults to approach if they are in difficulties.
- Supporting the child's development in ways that will foster security, confidence and independence.
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying. (Our anti-bullying policy can be found on the school website [www.prentonhighschool.co.uk](http://www.prentonhighschool.co.uk))
- Ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under Safeguarding procedures.
- Liaising and working together with other support services and those agencies involved in safeguarding children.
- Monitoring students who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring that the school's Behaviour for Learning policy protects vulnerable students in the school.
- Ensuring that the student knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- Liaising with other agencies that support the student such as: Health Services, Wirral Social Care, Child and Adolescent Mental Health Services the Attendance Locality Officer, Special Educational Support Services, Youth Offending Service and the Educational Psychology Service.
- Ensuring that, when a student who is the subject of a Child Protection Plan leaves, their information is transferred to the new school within 2 weeks and that the child's Social Worker is informed that the child has moved
- Completing a 'Child Missing from Education' form for the Local Authority after 20 days absence or if a child has moved and the new school is unknown to the school.
- Alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- Acknowledging that a child that is looked after (CLA) or has previously been looked after by the local authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CLA and previously looked after children safe.
- Being alert to the potential need for early help for any child or family.

### **Safeguarding Procedure:**

We have developed a structured procedure in line with *Wirral Safeguarding Children Board* which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix A.

In line with the procedures, the Wirral Safeguarding Board will be contacted as soon as there is a significant concern and a referral to Children's Social Care will be made.

The name of the Designated Safeguarding Lead will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

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## **Dealing with a disclosure made by a child (Advice for all members of staff):**

***If a child discloses that they have been abused in some way, the member of staff or volunteer will follow this guidance:***

- Listen to what is being said without displaying shock or disbelief.
- Do not ask leading questions.
- Accept what is being said.
- Allow the child to talk freely – do not lead or put words in the child’s mouth.
- Reassure the child that what has happened is not their fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality. It may be necessary to refer the child to Wirral Safeguarding Board / Children’s Social Care
- Reassure them that they have done the right thing by talking to someone.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the Designated Safeguarding Lead without delay.
- Complete record of concern on the school safeguarding systems: CPOMS.

## **Allegations of abuse made against other children:**

If a student makes an allegation against another student within the school, the staff member or volunteer will follow the guidance above. This form of abuse will not be tolerated at Prenton High School and the Designated Safeguarding Lead will take appropriate action and inform parents.

If a member of staff becomes aware of any incident of sexting, or inappropriate touching between students, such incidents will be dealt with in accordance with the school’s safeguarding procedures.

## **Record keeping**

All concerns, discussions and decisions made and the reasons for those decisions will be recorded on the school safeguarding system: CPOMS.

We will continue to support any student leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the student’s new school as a matter of priority.

We will endeavour to have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to ensure student safety (Keeping Children Safe in Education 2018).

## **Making a referral – Advice for designated safeguarding lead**

Staff members should raise any concerns that they may have about a child with the school’s designated safeguarding lead, the Headteacher or Safeguarding Governor, including situations of abuse which may involve other staff members.

The safeguarding lead will decide whether to make a referral to children’s social care, but any staff member can refer their concerns to children’s social care directly, the Police or parents/carers.

If a young person is at risk of harm, abuse or neglect, school will report it to the Integrated Front Door:

Monday – Friday                      9 am – 5 pm, Tel: 0151 606 2008

Out of hours                              Tel: 0151 677 6557

The referrer shall press children’s social care for re-consideration if the decision was taken not to undergo an early help assessment and the child’s situation does not improve.

An early help assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed. The support will be monitored by a lead professional who could be our family support lead, a teacher,

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## APPENDIX A

### Safeguarding Procedure

#### 1 DEFINITIONS

- 1.1 **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 on-line, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children.
- 1.2 **Children** includes everyone under the age of 18; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
- 1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
- 1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child is disabled and has additional needs; has special educational needs; is a young carer; is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement; Is frequently missing/goes missing from care or from home; is at risk of modern slavery, trafficking or exploitation; is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic issues.
- 1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- 1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2020.pdf)

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

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 misuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff must be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, sexual harassment, sexting and initiation/hazing type violence and rituals.

All Staff should be clear as to the school policy and procedures with regards to peer on peer abuse.

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.

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All staff should be aware of the associated risks and understand the measures in place to prevent these. Advice for schools and colleges is provided in the Home Office [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

## 2 CATEGORIES OF ABUSE

### 2.1 **Emotional abuse is the persistent emotional maltreatment of a child such that it causes 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.
- not giving the child opportunities to express their views, deliberately silencing them or “making fun” of what they say or how they communicate.
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capacity as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.;
- overprotection and limitation of exploration, learning and social interaction;
- seeing or hearing the ill treatment of another;
- serious bullying (including cyberbullying), causing children to frequently 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.

### 2.2 **Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent 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; and
- ensure access to appropriate medical care or treatment.

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

### 2.3 **Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.**

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- 2.4 **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 include non-contact activities, such as involving children looking at or in the production of sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.**

**There are three thresholds for and types of referral that need to be considered:**

**Is this a child with additional needs; where their health, development or achievement may be adversely affected? Practitioners should follow Wirral’s Guide to Integrated Working, November 2015.**

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person’s needs.

If this is a child with additional needs discuss the issues with the Family CAF trained practitioner in your school, the child and parents. You will need to obtain parental consent for a Family CAF to be completed.

**Is this a child in need matter? Section 17 of the Children Act 1989 says:**

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are SEND.

*If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for referral.*

**Is this a child protection matter? Section 47 of the Children Act 1989 says:**

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

*If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to Integrated Front Door by the school as soon as possible. (Refer to Section 4 of this policy).*

### **3 Female genital mutilation (FGM)**

All school staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when approaching the subject.

The following indicators are taken from government guidelines regarding FGM:

**Indicators that may show a heightened risk of FGM include:**

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- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from Personal, Social and Health Education (PSHE).

### Indicators that may show FGM could take place soon

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

If a member of school staff has a concern, they should activate local safeguarding procedures.

As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

Teachers will not examine students, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

## 4 Child sexual exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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 be sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

### Step one – Identifying cases

School staff members are aware of and look for the key indicators of CSE, these are as follows:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Going missing for periods of time or regularly going home late;
- Regularly missing school;
- Appearing with unexplained gifts and new possessions;
- Associating with other young people involved in exploitation;
- Undergoing mood swings or drastic changes in emotional wellbeing;
- Displaying inappropriate sexualised behaviour; and
- Becoming involved with drug and alcohol related incidents or issues on a regular basis.

### Step two – Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to social care or the multi-agency child sexual exploitation agency (MACSE).

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### Step three – Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

## 5 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 part of the school's safeguarding approach.

- Extremism: is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death 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.
- Terrorism: is an action that endangers or causes serious violence to a person/people; causes serious damage to the property; or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause.

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 or the internet) and settings (such as within the home).

It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of 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 protection. Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may include the designated safeguarding lead making a Prevent referral.

### The Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty.

### Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

### Training

The school's designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation. Annual briefings will update staff on changes to law or procedure.

### Risk indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis:

- Family tensions
- A sense of isolation

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- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identify, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

### **Making a judgement**

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, whatsapp, Facebook, Instagram etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

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Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the Designated Safeguarding Lead.

The Designated Safeguarding Lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of Channel, in the first instance.

### **ICT policy**

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.

### **Extremist speakers**

The school will prevent speakers who may promote extremist views from using school premises.

### **Building students' resilience**

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside students' spiritual, moral, social and cultural development.
- Allow students time to explore sensitive and controversial issues.
- Provide students with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip students to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach students about how democracy, government and law making/enforcement occurs.
- Teach students about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

### **Resources**

The school will utilise the following resources:

- The WSCB;
- Local police (contacted via 101 for non-emergencies);
- The DfE's dedicated helpline (020 7340 7264);
- Channel Prevent: ACPO TAM Prevent Delivery Unit National Channel Coordinator, ACPO TAM Prevent Delivery Unit 10 Victoria Street, Westminster, London, SW1H 0NN Prevent@acpo.pnn.police.uk 0207 084 8711 ACPO Fol Central Referral Unit acpo.advice@foi.pnn.police.uk 0844 8929 010; and
- Local Authority Channel Lead – Kerry Meta – 0151 666 5574.
- The School will also access The Home Office's e-learning modules and the government website **Education Against Hate**, which have all been designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism.

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## 6 A child missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can be a sign of child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance misuse, risk of female genital mutilation or risk of forced marriage.

Staff will monitor children that go missing from school, particularly on repeat occasions, and report them to the Designated Safeguarding Lead – following normal safeguarding procedures.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any student who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system, e.g. home education.
- Have ceased to attend school and no longer live within a reasonable distance of the school.
- Have been certified by a medical professional as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither she nor her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and we do not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will inform the LA of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## 7 Safer recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on school premises.
- Regularly come into contact with children under 18 years of age.

Please refer to the school's Safer Recruitment Policy for further information.

## 8 Training

Staff members will be made aware of systems and policies within the school which support safeguarding during their HR inductions. The Designated Safeguarding Officer will undergo updated child protection training every two years. The Headteacher, all staff members and the lead Governor for safeguarding will undergo child protection training which is updated regularly, in line with LSCB advice.

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