

Safeguarding and Child Protection Policy



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| Policy reviewed | October 2016 |
| Policy adopted by Governing Body | November 2016 |
| Next review due | October 2017 |



ST JOHN'S CHURCH OF ENGLAND ACADEMY

Safeguarding and Child Protection Policy

1. Purpose

This is a whole school policy which provides a clear direction for staff and others about expected codes of behaviour in dealing with safeguarding and child protection issues. St John's is committed to the development of good practice and sound procedures ensuring that any concerns or referrals are handled in a sensitive, professional manner which support the child.

2. Introduction

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and /or development, ensuring that children grow up in a provision of safe and effective care and taking action in order to optimise their life chances.

Child protection is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Our school recognises fully the contributions it can make to protect children and support our pupils.

We recognise that safeguarding and promoting the welfare of children is everyone's responsibility and that 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, we will ensure that a child centred approach is always used and consideration given to what is in the best interests of the child.

There are 3 main elements of our policy:

- a. Prevention e.g. positive school atmosphere, teaching and pastoral support for pupils
- b. Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns
- c. Support to pupils and staff who may have been abused

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the following policies:

Recruitment and selection
Behaviour
Anti-Bullying
Attendance
E-safety policy
Positive handling and Physical intervention
Records Management Policy
Health and Safety Policy
Lettings Policy
SEND Policy
Intimate Care policy
Data Protection Policy
Educational Visits Policy
Code of Conduct Policy

This policy applies to all pupils, staff, governors and visitors.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with: Working Together 2015 and **Keeping Children Safe in Education September 2016.**

3. Statutory Framework

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Darlington's Local Safeguarding Children Board (LSCB) Child Protection and Safeguarding Children Procedures
- Working Together to Safeguard Children – 2015
- **Keeping children safe in Education –Statutory Guidance September 2016**
- Section 5B of the Female genital Mutilation act 2003 which is part of the Serious Crime Act 2015
- Section 26 of the Counter-Terrorism and Security Act 2015-known as the Prevent Duty

Working Together to Safeguard Children, requires all schools to follow the procedures for protecting children from abuse which are established by the Darlington's Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Keeping children safe in education places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Darlington Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- All staff in schools 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.
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Senior Person should have responsibility for co-coordinating action within the school and liaising with other agencies
- Staff with designated responsibility for child protection should receive appropriate training
- To have appropriate procedures and responses in place for children who go missing from education (CME), particularly on repeat occasions.
- To be alert to the possibility of a girl being at risk of female genital mutilation (FGM) or already having suffered FGM (mandatory reporting October 2015).
- To protect children from the risk of radicalization and extremism.
- Ensure that there is a written plan in place that has clear and agreed procedures under Child Protection, Child in Need and Children Looked After.

4. Our Commitment

This policy ensures that all staff in our academy are clear about the actions necessary with regard to a child protection issue.

We recognise that for our pupils, high self-esteem, confidence, supportive friends, and clear lines of communication working with a trusted adult helps prevention. St John's will therefore aim to:

Ensure the school follows the procedures established by the LSCB- Darlington Local Safeguarding Board.

Inform staff, parents, volunteers and governors about the schools responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to when they have a worry or concern

Ensure that children know there are adults in school who they can approach if they have a worry or concern.

Establish and maintain an environment where school staff and volunteers feel safe and are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child.

Identify instances in which there are grounds for concern about a child's welfare and to take appropriate action to keep them safe.

Raise the awareness of all staff and identify responsibility in reporting possible cases of abuse;

Ensure staff recognise that children are capable of abusing their peers and that peer on peer abuse can manifest itself in many different ways, including 'sexting' and staff know that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Staff should follow child protection procedures if there is an allegation of peer on peer abuse, this will be investigated by the DSL/DDSL The school will follow searching screening and confiscation advice for schools and the UK Council for Child Internet Safety (UKCCIS) Education Group, sexting advice for schools and colleges

Ensure staff recognise that additional barriers can exist when identifying abuse and neglect in relation to children with SEN and disabilities.

Ensure effective communication between all staff when dealing with child protection issues.

Ensure our teaching of personal, social and health education and citizenship, as part of our curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, how to behave in response to them and how to keep themselves safe, including online safety.

Include in the curriculum materials which help pupils develop realistic attitudes the responsibilities of adult life, particularly with regard to child care and parenting skills.

Prevent unsuitable people from working with children.

Promote safe practice.

Contribute to effective partnership working between all those involved with providing services for children.

5. Roles and Responsibilities

Schools and academies do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. There are, however, key people within the Academy and the local authority who have specific responsibilities under child protection procedures.

It is the role of the designated senior person (DSL) to ensure the area child protection procedures are followed within the Academy. The deputy will manage safeguarding procedures on a day to day basis under the guidance of the DSL and will make relevant referrals to the named agencies according to the guidance given.

The Designated Safeguarding Lead for Child Protection in this school is:

- Miss Christine Large – Headteacher

The Deputy Designated Safeguarding Leads in this school are:

- Mrs Melissa Baker – Home School Mentor
- Mrs Paula Lambert- Foundation stage Co-ordinator

It is the role of the Designated Safeguarding Lead and Deputy to:

- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at three yearly intervals
- Ensure that regular updates and training on any new safeguarding information or change to safeguarding procedures are delivered to staff at staff meetings, through briefings, emails and bulletins. An evidence record of this will be maintained.
- Ensure that new staff receive a safeguarding children induction including reading Child Protection Policy, Code of Conduct Policy Policy and Keeping Children Safe in Education Part 1 September 2016 and an explanation of the role of the DSL/ DDSL. An evidence record will be maintained
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children.

- Ensure that effective procedures are in place to keep children safe on educational visits in accordance with the school Educational Visits Policy. They should ensure that staff adhere to and understand supervision arrangements.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure that all staff and volunteers are aware of the **LSCB Inter-agency Child Protection and Safeguarding Children Procedures** and any other relevant local guidance.
- Ensure that they are aware of the vital role schools have to play in protecting pupils from the risks of extremism and radicalization, a role which is underpinned by the Counter Terrorism And Security Act 2015 “ to have due regard to the need to prevent people from being drawn into terrorism.”
- Be aware of all forms of abuse linked to culture, faith and beliefs and they are alert to signs and risk factors linked to faith. They should ensure that staff are aware and that they should report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns. They should also ensure pupils understand that some aspects of religious beliefs and practice could harm them and they should tell a trusted adult in school or contact Childline for help and support.
- Ensure that all staff / volunteers have read and adhere to our Code of Conduct policy in relation to use of mobile phones and hand held devices. This particularly includes the exclusion of mobile phones/personal devices/ cameras within the Early Years Foundation Stage. EYFS staff must leave personal mobile phones/devices in a secure locker (see EYFS Policy).
- To offer advice, guidance and support to staff.
- To follow LA procedures on Children Missing in Education. If a child leaves and the new school is not known, the Local Authority Admissions Team and Children Missing from education (CME) Officer should be alerted so that these children can be included on the database for lost pupils.(see appendix 1)
- Develop effective working relationships with other agencies and services
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an Early Help assessment under the Common **Assessment** Framework (CAF), or refer to services such as Child, adolescent and mental health (CAMHs) or Darlington Social services, housing, family support.
- Liaise and work with Children’s Services: Safeguarding and Specialist Services over suspected cases of child abuse
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. Confirmation of receipt should be obtained.
- Submit reports to and ensure the school’s attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child. Share these reports with parents.

- Ensure that the school effectively monitors children about whom there are concerns, including notifying Children’s Services: Safeguarding and Specialist Services when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Ensure that during school hours there is always one of them available on site for staff / volunteers to discuss any safeguarding concerns. Appropriate cover arrangements should be made for any out of hours/out of term activities.
- Provide guidance to parents, children and staff about obtaining suitable support
- Discuss with parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the child protection policy.

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility. The nominated governor for child protection is:

- Valerie Cadd-Chair of Governors

In particular the Governing Body must ensure:

- Child protection policy and procedures are in place and effective and in line with LSCB procedures and current legislation.
- Safe recruitment procedures are in place
- Appointment of a DSL who is a senior member of school leadership team
- Relevant safeguarding children training for school staff/volunteers is attended
- Safe management of allegations
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged.
- The designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.
- Regular monitoring meetings are held with designated safeguarding lead and Deputy DSL.
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity

- That appropriate filters and monitoring systems are in place within school to safeguard children and ensure online safety.

It is the role of the local Safeguarding Children Board (LSCB) Development and Education Safeguarding Officer to provide advice, support and training to the academy and to the senior designated persons for child protection.

6. Child Protection Procedures

- There is a named senior designated person for child protection; this is the head teacher. In some circumstances some of this responsibility is delegated to the Deputy Designated Safeguarding Lead, the Home School Support Worker. They are also assisted by a second DDSL, the Foundation Stage Co-Ordinator.
- We follow with the procedures outlined in the Darlington Safeguarding Children Board's Multi-Agency Child Protection. These are web-based and accessible on www.onlineprocedures.co.uk/darlington.
- Our Safeguarding and Child Protection policy is placed on our website to inform parents and carers about our duties and responsibilities under child protection.
- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/ DDSL and sharing information with other professionals.
- If any member of staff has concerns about a child or suspects that a child may be a victim of abuse, they immediately inform the DSL or DDSL about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. (Record on the schools electronic CPOMS system and alert the DSL or deputy DDSL). However, if it is a significant concern eg a criminal offence or a child may be at risk of potential harm speak directly to the DSL or DDSL immediately.

The DSL or DDSL will decide whether the concerns should be referred to Children's Services. If it is decided to make a referral via the Children's Access Point (CAP) this will be discussed with parents, unless to do so would place the child at further risk of harm. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and records will be kept.

Staff are kept informed about child protection procedures, through inductions, briefings and awareness training. If any member of staff suspects that a child may be a victim of abuse, they immediately inform the named person about their concerns. Staff are made aware that they can also make a referral to Children's Social Care in exceptional circumstances such as in an emergency or a genuine concern that appropriate action has not been taken

Any action that the DSL or DDSL takes when dealing with an issue of child protection must be in line with the procedures outlined in the Darlington Safeguarding Children Board's Multi-Agency Child Protection Procedures.

The academy's designated Safeguarding Lead (Head Teacher) and Deputy work closely with the Children's Social Care department when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner, but the interest of the child is of paramount importance. **The Child Care Duty Team officer can be contacted at CAP (Children's Access Point) on 01325 406222 and is located in Darlington Police Station along with MASH (Multi Agency Safeguarding Hub).** The hub provides a multi-agency, co-located service to share information between agreed partners in a secure environment. Its aim is to reduce risks of significant harm to children and to agree the level and type of support to be provided following immediate assessment of aggregated information about the child at risk/family situation.

If a child alleges abuse, the school usually makes a referral without communicating with parents first. In some circumstances we inform parents first. Referral forms are available from www.darlington.gov.uk/Children/LSCB/Referral+Forms.htm and are sent to childrensaccesspoint@darlington.gcsx.gov.uk which is a secure site.

We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. We inform the child at all stages of who is involved, and what information we have given them.

Two governors plus the Head teacher have attended Safe Recruitment training so that there is always two present on shortlisting/interview panels.

We require all adults employed in the academy to have their application vetted through police records in order to ensure that there is no evidence of offences involving children or abuse. Disclosure & Barring Service (DBS) checks are in place before placement in school. The Single Central Register is updated as new staff are involved in the academy. This record is checked & monitored termly by the head teacher and safeguarding governor. The head teacher will ensure volunteers are appropriately supervised. There may be times when adults in our academy, in the course of their duty, use physical intervention to restrain children. The head teacher requires the adult involved in any such incident to report this to him/her immediately, and to record it in the interventions book. Please refer to Positive Handling Policy. A number of staff have had 'Team Teach' training.

All adults in the academy receive regular training to raise their awareness of abuse and their knowledge of agreed local child protection procedures. An evidence record is maintained. All new members of staff including those on work experience are made aware of our policy how to deal with a disclosure as part of our Induction Policy. The HT or Senior Leaders, report back to staff where appropriate on any relevant information that has come from Serious Case Reviews.

The academy takes a proactive approach to E-Safety and all staff, children and parents are aware of our policy and procedures (see Policy).

The Headteacher and governing body have the responsibility to appoint a

designated person to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training. This person is the Head Teacher- Christine Large

7. When to be Concerned

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

And of specific safeguarding issues:

- Honour Based Violence – Forced Marriage, Female Genital Mutilation, Breast Ironing.
- Faith Abuse
- Fabrication or Induced Illnesses
- Gangs and youth violence
- Gender based Violence against women and girls.
- Children Missing from Education
- Children missing from home or care.
- Radicalisation and extremism
- Child Sexual Exploitation
- Sexting
- Domestic Violence
- Peer on Peer Abuse
- Mental Health
- Trafficking
- Hate crimes
- Private Fostering
- Drugs

Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from any other risks.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendix 1 for details.

All staff are advised to maintain an attitude of “**it could happen here**” where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child and listen to the voice of the child.

It is important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of „boundaries“, lack stranger awareness
- Appear wary of adults and display „frozen watchfulness“

The Department for Education has produced advice „What to do if you are worried a child is being abused 2015“ - Advice for practitioners to help practitioners identify child abuse and neglect and take appropriate action in response.

8. Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to DSL, DDSL or Children’s Services
- **Not ask any leading questions, use open questions and questions such as **Tell me** explain, describe**
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (refer to record keeping)
- Pass the information to the Designated Safeguarding Lead without delay

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

Should any member of staff, parent or member of the public have a safeguarding concern and do not wish to contact the DSL or the school directly, they should contact Children's Access Point (CAP) 01325-406222 childrensaccesspoint@darlington.gcsx.gov.uk
The C.A.P is open: Monday – Thursday: 8:30am – 5pm Friday: 8:30am – 4:30pm
Emergency Duty Team 08702 402994

Emergency Procedures

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and /or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL or DDSL, they should be informed as soon as possible that a referral has been made.

Notifying Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL /DDSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However if the school believes that notifying parents could increase the risk to child or exacerbate the problem, advice will be sought first from Children's Access Point.

9. Allegations Involving School Staff/ Volunteers

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. This should be reported to the head teacher.
- When an allegation is first reported the head teacher should take the matter seriously and keep an open mind. She should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.
- Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and

who was present. This record should be signed, dated and immediately passed on to the Head teacher.

- If the concerns are about the Head teacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

Valerie Cadd (to be contacted at school on 01325 380725)

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is Eddie Robinson (to be contacted through school on 01325 380725)

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head teacher will not investigate the allegation herself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) (Marion Gartland 01325 406451 or Amanda Hugill-01325 406450).

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with the Darlington Safeguarding Children Board multi-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head teacher should, as soon as possible, following briefing from the Local Authority Designated Officer (LADO) inform the subject of the allegation.

For further information see:

LSCB Safeguarding Children Procedures on line at www.darlington.gov.uk/lscb

-Professional/volunteers - Managing Allegations .

10. Whistle Blowing

We promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of safeguarding or child protection in school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead, the Head of School, the Chair of Governors or with the Local Authority Designated Officer.

If a member of staff feels unable to raise an issue within school or feels that their genuine concerns are not being addressed internally, the [NSPCC whistleblowing helpline](#)

is available for them to contact. Staff can call 0800 -0280285 – line is available from 8.00 AM to 8.00PM, Monday to Friday and email: help@nspcc.org.uk

11. Training and Support

We will ensure that the designated person attends training relevant to their role in line with guidance from LSCB. All staff and Governors will undertake awareness raising training under their induction into the academy in child protection and conduct. They will refresh their knowledge and understanding every 3 years.

The designated child protection lead and Deputy will undergo child protection training every 2 years, will undertake prevent awareness raising and in addition to the formal training, their knowledge and skills will be refreshed at regular intervals but at least annually. A training record will be maintained.

Support will be available from staff from the designated person in the first instance but also from other members of the management team where there are concerns or queries about child protection.

All staff including supply staff and volunteers in the academy will read at least Part One of Keeping Children Safe in Education 2015 and sign a record to indicate this has been done.

12. Professional Confidentiality

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection.

A member of staff must never guarantee confidentiality to a pupil, as where there is a child protection concern this must be reported to the senior designated person and may require further investigations by appropriate authorities. Promising confidentiality would lead to a breakdown in trust of adults by the pupil and could potentially compromise their wellbeing and safety.

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

13. Records and monitoring

Well-kept records are essential to good child protection procedures. Our academy is clear about the need to record any concerns held about a child, the status of such records and when these records should be passed over to other agencies.

A record will be made of the concern raised and action taken (CPOMS electronic system). Information will be recorded but photographic evidence will not be made. These records are kept in a confidential file, which is separate to other files.

Records are kept for any pupil who is being monitored for child protection reasons. This will be monitored using the Early Help Assessment Framework. If a pupil transfers from the Academy their file will be forwarded to the pupil's new school marked confidential and for the attention of the receiving school's named child protection person. A receipt will be obtained from the receiving school.

14. Attendance at Child Protection Conferences

The senior designated person or other relevant staff (Home Support Worker / Class Teacher) will attend the child protection conference when called in respect of child protection. A report should also be completed for conference; the report should indicate any concerns over attendance, attainment, contact with parents/carers or professionals.

15. Supporting pupils at risk

Some children are at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect. To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- **disabled or have special educational needs**
- **vulnerable to self-harming**
- **vulnerable to eating disorders**
- **living with medical conditions**
- **living in a known domestic abuse situation**
- **affected by known parental substance misuse**
- **asylum seekers**
- **living away from home**
- **vulnerable to being bullied, or engaging in bullying**
- **living in temporary accommodation**
- **living transient lifestyles**
- **Young Carers**
- **transgender**
- **living in chaotic, neglectful and unsupportive home situations**
- **vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality**
- **involved directly or indirectly in prostitution or child trafficking**
- **do not have English as a first language. Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.**

The academy recognises that children who have been abused or who have witnessed violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The academy may be the only secure, stable and predictable element in the lives of children at risk. Whilst at the academy their behaviour may still be challenging.

Our Academy also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

We also recognise that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. Staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and must not be dismissed. The academy will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation which includes teaching children about safeguarding and safety.**
- b) The academy's Christian ethos which promotes a positive, supportive and secure environment which gives all pupils a sense of being respected and valued.**
- c) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays.**
- d) Regular liaison with other professionals and agencies that support pupils and their families.**
- e) A commitment to develop productive, supportive relationships with parents, whenever it is the child's interest to do so.**
- f) The development and support of the responsive and knowledgeable staff, trained to respond appropriately in a safeguarding situation.**

15. Safer Working Practices

- Staff working in a one to one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of the interaction with a pupil.
- All staff should ensure the privacy and dignity of all pupils especially during the routine personal care of pupils (Please refer to Intimate Care Policy).

- Staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect their working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in their care are our first priority, will help to maintain this working relationship.
- Staff should ensure that they establish safe and responsible behaviours on and offline working to the schools code of conduct, national guidelines and acceptable use policies which detail how new and emerging technologies may be used.
- Communication with children both in the ‘real’ world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

This means adults should:

- not seek to communicate/make contact or respond to contact with pupils
 - outside of the purposes of their work
 - not give out their personal details
 - use only equipment and Internet services provided by the school or setting
 - follow their school / setting’s Acceptable Use policy
 - ensure that their use of technologies could not bring their employer into disrepute
- All staff are required to complete a Disclosure and Barring (DBS) check prior to appointment and to sign a declaration regarding the harm of children during their application process.
 - Two governors plus the Head teacher have attended Safe Recruitment training so that there is always two present on shortlisting/interview panels. Staffs who deliberately seek to mislead the academy in respect of this will be subject to dismissal.
 - There may be times when adults in our academy, in the course of their duty, use physical intervention to restrain children. The head teacher requires the adult involved in any such incident to report this immediately, and to record it in the Bound Intervention record Book. Please refer to Positive Handling and Physical Intervention Policy. A number of staff have had ‘Team Teach’ accreditation.
 - The Single Central Safeguarding Record is updated as new staff are involved in the academy. This register is checked and monitored termly by the Headteacher and safeguarding governor. The Headteacher will ensure volunteers are appropriately vetted and/or supervised

16. Monitoring and review

The governors appoint a named governor to liaise with the designated lead for child protection (HT) termly to ensure that the Governing Body fulfil their duties in regard to the child protection procedures. Duties include reviewing the Single Central Record termly, ensuring that the annual review of the Safeguarding/Child Protection Policy. The HT uses the LA's Safeguarding Self Audit Tool to ensure full compliance with the LA's procedures along with the Ofsted Safeguarding guidance. This is shared with the Safeguarding governor and reported to the full Governing Body; safeguarding is a termly agenda for the Governing Body.

17. Professional Challenge and disagreements

- Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.
- We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead, the Head of School, the Chair of Governors or with the Local Authority Designated Officer.
- Co-operation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management. If there are any professional disagreements with practitioners from other agencies, the DSL or the Head of School raise concerns initially with their line manager and if not satisfied by their response, then with the LADO.

18. The Prevent Duty

The Counter Terrorism and Security Act 2015 requires school to have “due regard to the need to prevent people from being drawn into terrorism.”

School needs to:

- **Carry out a risk assessment**
- **Ensure there are appropriate on line filtering systems in place and equip children to stay safe on line in and out of school.**
- **Ensure that internet safety is embedded in the curriculum.**
- **Build pupil's resilience to radicalisation by enabling them to challenge extremist views.**

- Provide a safe space in which children can understand the risks associated with terrorism and develop knowledge and skills to challenge extremist arguments.
- Enable pupils to resist pressure by encouraging resilience, determination, self-esteem and confidence.

If you have a concern:

Follow normal safeguarding procedures and report to the Designated Safeguarding Lead or SPOC (Specific Point of Contact) for Prevent which is Mrs Melissa Baker. The SPOC will refer to Children’s Access Point (CAP)

The case may be referred to the CHANNEL programme to offer specific support and manage the risks (this is entirely voluntary).

CHANNEL Panel Chair-Jo Benson, Head of Youth Offending Services 01325-406791.

Durham Constabulary Prevent Team

Durham Constabulary Prevent Team (office hours) 0191 375 2234

For Further information:

Due Diligence and Counter Extremism Group (DDCEG) Helpline:- 020 7340 7264

D of E dedicated helpline:02073407264 <http://educateagainsthate.com/>

19. Site Security

- All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.
- We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors’ log and to display a visitor’s badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.
- All visitors are expected to comply with our Health, Safety and Safeguarding procedures and there is a notice in Reception informing them what to do in the event of the Evacuation bell, who to inform if they notice a Health and Safety issue, or a Safeguarding matter. All visitors are reminded to have their mobiles on silent and not to use them in the presence of children.

Signed: (Headteacher)

(Safeguarding Governor)

Important Information and Websites

NSPCC website

www.nspcc.org.uk

CAP- Children's Access Point

01325 406222

For all safeguarding concerns

childrensaccesspoint@darlington.gcsx.gov.uk

For secure referrals

Emergency Duty team (out of hours concerns and referrals)

08702402994

MASH- Multi Agency Safeguarding Hub

01325 742020

CHANNEL Panel Chair- Jo Benson, Head of Youth Offending Service

Contact Details: 01325 406791

Due Diligence and Counter Extremism Group (DDCEG) Helpline:- 020 7340 7264

Durham Constabulary Prevent Team

Prevent Team (office hours) 0191 375 2234

<http://educateagainsthate.com/>

Education

Designated Safeguarding Officer/ CME officer - Joanna Conway

Contact details 01325 405848

E-mail Joanna.Conway@darlington.gov.uk

Virtual Head for LAC

Calvin Kiplin 01325 40627

Local Safeguarding Children's Board (LSCB Darlington)

Emma Chawner - Boards' Business Manager (01325 406459)

Chris Ashford - Multi Agency Trainer (01325 406453)

Amanda Hugill - Development Officer/LADO (01325 406450)

Marian Garland - Development Officer/LADO (01325 406451)

Hannah Fay - Business Support Officer (01325 406452)
Early Help Co-Ordinator – Kelly Ann Reay (01325 405635)

Police

Non-urgent enquiries 101

Emergency calls 999

Before contacting any of the above make sure you have all the information at hand - details of the young person, including; name, DOB, address, and any written concerns.

It is the responsibility of the Designated Safeguarding Lead to make any referrals based on all the information collected about the child or adult.

It is not the school's responsibility to decide whether abuse has taken place or not, however it will pass on information to the appropriate authority immediately.

APPENDIX 1

Definitions of Abuse and Neglect (Working Together to Safeguard Children 2015)

Safeguarding

Safeguarding and promoting the welfare of children is defined as:-

Protecting children from maltreatment

Preventing impairment of children's health or development

Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

Taking action to enable all children to have the best life chances.

Child Protection

Child Protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

Child: is anyone who has not reached their 18th birthday.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to prevent harm. Children may be abused in a family or in an institution or community setting; by those known to them or more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or any other 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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's development capability, as well as overprotection and limitation of exploration and learning, or prevent the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, leading children 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, though it may occur alone.

Sexual abuse

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

Neglect

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 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)
- Ensure access to appropriate medical care or treatment

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

The welfare of unborn children

Everybody who works with or has contact with adults should be able to recognise, and know how to act upon, evidence that an unborn child's health or development is or may be being impaired. Staff should be alert to the fact that domestic abuse and maternal substance misuse can pose a threat to an unborn child.

Where a core assessment under s47 of the Children Act 1989 gives rise to concerns that an unborn child may be at future risk of significant harm, children's social care may decide to convene an initial child protection conference prior to the child's birth. Such a

conference has the same status, and proceeds in the same way, as other initial child protection conferences, including decisions about a child protection plan. Similarly the same procedures apply in respect of child protection review conferences. The involvement of midwifery services is vital in such cases.

Sexting

Sexting is defined as images or videos generated by children under the age of 18 or of children under the age of 18 that are of a sexual nature or are indecent.

Abuse by children and young people: peer on peer abuse

Children, particularly those living away from home are also vulnerable to physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. It should be subject to the same safeguarding children procedures as apply in respect of any child who is suffering, or at risk of suffering significant harm from an adverse source. A significant proportion of sexual offences are committed by teenagers, and, on occasion, such offences are committed by younger children. Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abuse, appropriate or exploitative peer relationships. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action.

Work with children and young people who abuse others, including those who sexually abuse/offend, should recognise that such children are likely to have considerable needs themselves, and also that they may pose a significant risk of harm to other children. Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development, are likely to be children in need, and some will in addition be suffering or at risk of significant harm, and may themselves be in need of protection. Children and young people who abuse others would be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

Three key principles should guide work with children and young people who abuse others:

- there should be a co-ordinated approach on the part of youth justice, children's social care, education (including educational psychology) and health (including child and adolescent mental health) agencies;

- the needs of children and young people who abuse others should be considered separately from the needs of their victims; and
- an assessment should be carried out in each case, appreciating that these children may have considerable unmet developmental needs, as well as specific needs arising from their behaviour.

Child sexual exploitation

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

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

Children Missing from Education

The Academy must enter pupils on the admission register at the beginning of the first day on which it has been agreed, or been notified, that the pupil will attend. If a pupil fails to attend on the agreed notified date we will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the CAP team at the earliest possibility and will inform the Local Authority CAP Team: 01325 406222 and email Joanna Conway of any pupil 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 eg home education

have ceased to attend school and no longer live within reasonable distance of the school at which they are registered

have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age

have been permanently excluded.

Further information can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

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.

Forced marriage

- Marriage 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.
- 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). some communities use religion and culture as a way to coerce a person into marriage

Breast ironing

Traditional West African Practice involves the pounding the developing breast of young girls with hot objects, most commonly stones, spoons and hammers.

Practice carried out by girl's mothers or female family members.

Practice carried out to remove outward signs of puberty and prevent girls becoming sexually attractive to men.

Female Genital Mutilation [FGM]

Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. It is important to be aware that victims of FGM may not yet be aware of the practice or that it may be conducted on them so sensitivity should always be shown when approaching the subject.

Female Genital Mutilation FGM - mandatory reporting duty

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases

will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. FGM Fact Sheet. 81 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:

What staff should do if they are worried

If a member of staff suspects a child is at risk of, has already undergone, or receives a disclosure about FGM, they must be careful to respond in an appropriate and sensitive manner. Efforts should be made to establish the full facts from the child before any action is taken.

The member of staff should discuss it with the school’s designated safeguarding lead, following the procedures set out in the settings child protection. The staff member must report the matter to the Police and Social Care with support of the designated safeguarding lead.

School staff should not attempt to investigate the case themselves or attempt to speak to the child’s parents as this may place the child at an increased risk of harm.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

When recognising abuse, school staff recognise the fact that this vulnerable group have additional barriers.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

- Staff should be aware of these vulnerabilities and have awareness when dealing with concerns with this vulnerable group.

Self-harm and Eating Disorders

If a member of staff has any concerns about a child who they suspect is self-harming or suffering from an eating disorder they need to report their concerns to the Academy's Designated Safeguarding Lead.

Link for guidance on signs and indicators of abuse

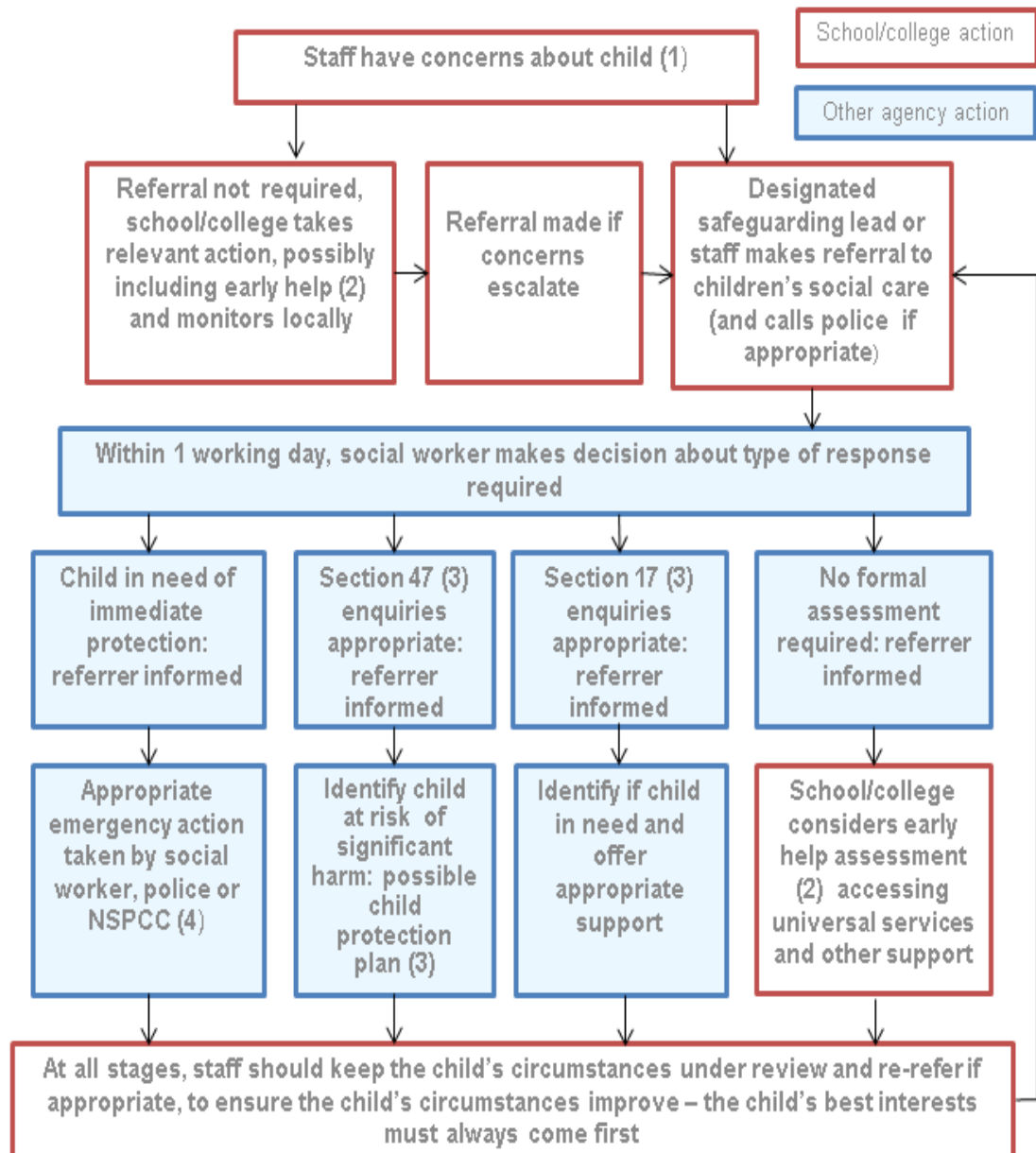
What to do if you're worried a child is being abused

- <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Continuum of Need document;

- <http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/>

Actions where there are concerns about a child



Appendix 3

Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in

individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

Experiences of Criminality – which may include: involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Individual Needs – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

7. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour; Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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

The SPOC for **St John's C of E Academy** is Mrs Melissa Baker who is responsible for:

- 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 St John's C of E Academy in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- 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.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity.

- Channel aims to: Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Children Missing in Education (CME)

Key CME processes for Darlington schools/key support staff

For general cases - If a child does not return to school and school staff have no prior knowledge of a reason for non-attendance (e.g. house/school move) then:

| | |
|--|--|
| <p>Between 1 and 5 days</p> | <p>School carries out first day calling procedures requesting child returns to school, followed by letter to home address. School continue to attempt to make contact by whatever means possible (phone calls, letters, home visits etc.).</p> <p>School advise Children’s Access Point (CAP) immediately if there is a child protection concern.</p> |
| <p>After 5 days of absence</p> | <p>Where school has been unable to contact the parent/carer, school report concerns to the CAP (via Single Referral Form, Appendix A - information to include within referral).</p> <p>Contact enquires or a welfare check will be carried out (via CAP, MASH or Family Support Worker) – including phone calls or home visit. All attempts will be made to trace the child via extended family, Housing or other agencies/stakeholders.</p> |
| <p>Between 5 and 10 days of absence</p> | <p>School should make contact with designated CME Officer to inform of potential CME.</p> <p>CME officer will liaise with the CAP / Family Support Teams and undertake safeguarding checks and to assess if child should be referred to operational Missing and Exploited Group to be discussed.</p> <p>LA data updated and potential CME will be logged on EMS.</p> <p>School to create a Common File Transfer (CTF) and upload onto the S2S web site (Lost Pupil Database) using code XXXXXXXX</p> |
| | <p>If child is not located after 20 school days (of</p> |

| | |
|-----------------------------|--|
| After 20 school days | <p>unauthorised absence) from last day of attendance, child can be removed from school register.</p> <p>School to inform LA Admissions Team when this takes place. Admissions Team will formally record child as 'CME' on EMS</p> <p>CME Officer will initiate an out of authority child trace via S2S messaging. If child is found in another LA, CME officer will make contact with a receiving Local Authority to discuss case.</p> |
|-----------------------------|--|