



St John's Church of England Academy

SAFEGUARDING POLICY

Reviewed	October 2019
Adopted	November 2019
Review due date	October 2020

Key Contacts

Designated Safeguarding Lead- Miss Christine Large (Head Teacher)

Deputy Designated Safeguarding Lead – Mrs Melissa Baker

Assistant Deputy Designated Safeguarding Lead – Mrs Paula Lambert

Designated Teacher for LAC children – Miss Christine Large (Head Teacher)

Link Governor for Child Protection and Safeguarding- Mrs Valerie Cadd

External Agencies

The Darlington Safeguarding Partnership Business Manager: Amanda Hugill Tel: 01325 406459

The LA Education Safeguarding Officer: Joanna Conway Tel: 01325 405848

Children's Access Point (CAP) Tel: 01325 406222

Out of Hours Emergency Duty Team Tel: 08702 402994

Early Help Co-Ordinator – Kelly Ann Reay (01325 405635)

Darlington's Designated Officer – managing allegations against staff:

Marion Garland - Telephone 01325 406459 e-mail Marion.garland@darlington.gov.uk

Prevent Key contacts

Children's Access Point

Telephone: 01325 406222 E-mail: childrenaccesspoint@darlington.gov.uk

Due Diligence and Counter Extremism Group (DDCEG) Helpline - (020 7340 7264) for school staff and governors to raise concerns relating to extremism directly and in confidence.

Ant- Terrorist Hotline – 0800 789321

Adult Social care -Telephone 01325 406111 E-mail: ssact@darlington.gov.uk

Emergency Duty Team 08702 402994

Channel Panel Chair

Jo Benson, Darlington Borough Council

Telephone: 01325 406791

E-mail: joanne.benson@darlington.gov.uk

Durham Constabulary (Prevent Team) - Telephone (office hours) 0191 375 2234

- Steve Smith, D.C 1155 Prevent Team
- Non-urgent enquiries 101, Emergency calls 999

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism

Contents

1. Aims.....	4
2. Legislation and statutory guidance	4
3. Definitions	5
4. Equality statement.....	5
5. Roles and responsibilities.....	6
6. Confidentiality.....	9
7. Child Protection Procedure	10
8. Early Help	12
9. Prevent Duty.....	13
10. Professional Challenge.....	13
11. Pupils with special educational needs and disabilities or vulnerabilities	13
12. Concern about a member of staff or volunteer.....	14
13. Peer on peer Abuse	14
14. Online Safety including mobile phones and cameras.....	14
15. Helping Children to Keep Themselves Safe.....	15
16. Whistle blowing.....	16
17. Record-keeping	16
18. Training	16
19. Checking the identity and suitability of visitors	17
20. Non collection of children.....	17
21. Missing Children	17
22. Links with other policies.....	17
Appendix 1: Types of Abuse.....	18
Appendix 2: Safer Recruitment.....	20
Appendix 3: Specific Safeguarding Issues	21

1. Aims

At St John's CE Academy we acknowledge that safeguarding can only be effective by putting children at the centre of everything we do and by ensuring that every individual and agency plays their full role in working together to meet the needs of our most vulnerable children. This policy applies to all pupils, staff, volunteers, governors and visitors to our academy.

The academy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2019\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's 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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017).

- **Darlington local authority (LA)**
- **Darlington's Clinical Commissioning Group**
- **Darlington's Chief Officer of Police**

They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. They have a duty to ensure that schools are fully engaged, involved and included in the new safeguarding arrangements. **Our academy cooperates fully with the published arrangements.**

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs

- Are looked after or previously looked after

5. Roles and responsibilities of All Staff

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school. Our policy and procedures also apply to extended school and off-site activities. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, county lines, child sexual exploitation (CSE), honour-based violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's 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. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children, staff hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to anyone therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. However, ALL staff can refer their concerns directly to Local Authority Children's safeguarding teams if necessary and the police as outlined in Key Contacts above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly.
- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to the trust's recording and information sharing policy/procedure.
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child /an adult/staff member in school directly.
- Ensure they understand our systems which support safeguarding, including this child protection and safeguarding policy, the staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL), deputy safeguarding lead (DDSL) and assistant safeguarding lead (ASL), the Behaviour policy, and the safeguarding response to children who go missing from education.
- Ensure they understand the early help process and their role in it, including identifying emerging problems, liaising with the DSL/DDSL/ASL, and sharing information with other professionals to support early identification and assessment.
- Ensure they understand the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- Know what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- Ensure they are aware of and recognise the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalization.

- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure they understand the additional risks for pupils online and continue to promote the academy's E-Safety Policy in the protection of all pupils.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.
- Work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

5.2 The designated safeguarding lead (DSL)

The DSL is Miss Christine Large (Headteacher) who takes lead responsibility for child protection and wider safeguarding.

The DDSL is Mrs Melissa Baker (Home School Support Worker) who manages the day to day child protection and wider safeguarding.

The DSL and DDSL are most likely to have a complete safeguarding picture and be the most appropriate person(s) to advise on the response to safeguarding concerns.

During term time, the DSL or DDSL will be available during school hours for staff to discuss any safeguarding concerns or can be contacted by email or phone. (Staff have a list of contact details).

If the DSL and DDSL are not available, Mrs Paula Lambert (ASL) will act as cover.

The DSL and DDSL will be given the time, funding, training, resources and support to:

- Act as a point of contact with the three safeguarding partners and understand the importance of information sharing, both within school and other agencies, organisations and practitioners.
- Act as a source of advice, support and expertise to other staff on child welfare and child protection matters and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure that new staff receive a safeguarding induction including reading the Safeguarding/Child Protection Policy, Behaviour Policy, Code of Conduct and response to children who go missing from education. Staff must be familiar with Keeping Children Safe in Education (part 1) within 5 working days of commencing employment.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Ensure parents know the role of the DSL and the importance of safeguarding children.
- Keep the head teacher informed of any issues, especially ongoing enquiries under the section 47 of the Children's Act 1989 and police investigations and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Keep staff informed about child protection procedures, through inductions, briefings and awareness training and keep an evidence record.

- Undertake appropriate formal training updated every **two** years. They will undertake Prevent Awareness Training and in addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, attending Designated Safeguarding Leads Meetings, or taking time to read and digest safeguarding developments) as required and at least annually so they understand and keep up with developments to their role.
- Understand the assessment process for providing Early Help and intervention.
- Have a working knowledge of how the Local Authority conducts a Child Protection Conference and be able to attend and contribute effectively to these when required to do so.
- Keep detailed, accurate, secure written records of concerns and referrals.
- Understand relevant data protection legislation and regulations, especially GDPR.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe online at school.
- Recognise and understand the additional risks that children with SEND needs face online, for example from online bullying, grooming and radicalization and are confident that they have the capability to support SEND children to stay safe online.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff in any measures the academy may put in place to protect them.
- Understand and support their school with regards to the requirement of the Prevent Duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Be aware of all school excursions and residential visits and clarify with Educational visit co-ordinator /group leader their role and responsibility in connection with safeguarding/ child protection.
- Follow Local authority 'Missing in Education' Procedures.

The full responsibilities of the DSL and DDSL are set out in their job descriptions.

5.3 The Governing Body

The governing body will approve this policy at each review, ensure it complies with the law and hold the head teacher to account for its implementation.

The nominated governor for child protection and safeguarding is **Valerie Cadd** (Chair of Governors).

The role of this individual is to:

- Monitor the effectiveness of this policy in conjunction with the full governing board.
- Act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- Ensure that the Child Protection and Safeguarding Policy is reviewed annually.
- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and DSL report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure the governing body is aware of the upcoming changes from Local Safeguarding Children's Board to Safeguarding Partner arrangements and the need for the school to understand their role in effective multi-agency working within this.

All governors will read Keeping Children Safe in Education (part 1) and keep up to date with training.

5.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DDSL/ASL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly (every 3 years)
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable

6. Confidentiality

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

The following should be noted:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- 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.
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead or deputy.

7. Child Protection Procedure

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

7.1 If a child is suffering or likely to suffer from harm, or in immediate danger

If any employee of the academy, pupil, parent or other person has evidence or a suspicion that a child is being harmed they must immediately inform the DSL, DDSL or in their absence the ADSL about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect. (See Appendix 1)

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 on the schools electronic CPOMS system alerting the DSL or deputy DDSL. For the few staff who do not have direct access to CPOMS, a written form 'Cause for Concern' accessible from the Staffroom should be completed and handed to DDSL/DSL. However, if it is a significant concern e.g. a criminal offence or a child may be at risk of potential harm, speak directly to the DSL or DDSL immediately.

We follow with the procedures outlined in the Darlington Safeguarding Partnership Multi-Agency Child Protection; these are web-based and accessible on www.onlineprocedures.co.uk/darlington.

The academy's Designated Safeguarding Lead (Head Teacher) and Deputy (Home School Support Worker) work closely together alongside 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 the Town Hall which incorporates MASH (Multi Agency Safeguarding Hub). The CAP 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.

The DSL/DDSL 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), the referrer must complete a multi-agency referral [Contact Form](#). The referral should be discussed with parents, unless to do so would place the child at further risk of harm. **Contact Forms are available from <http://www.darlingtonsafeguardingpartnership.co.uk> and are sent to childrensaccesspoint@darlington.gov.uk which is a secure site.**

On receipt of a Contact Form (referral), Children's Access Point has 24 hours in which to make a decision about any actions to be taken. The DSL (Headteacher) will be kept informed at all times.

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

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Use open questions such as **Tell me. Explain, Describe** to avoid leading children
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgment on it

- Record the incident on CPOMS or Cause for Concern form for staff/ volunteers who do not have access to CPOMS and pass it on to the DSL/DDSL immediately.

7.3 If you discover that Female Genital Mutilation (FGM) has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in

Potential signs and indicators that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

The DSL/DDSL will refer to Children's Access Point and Durham Constabulary.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

Figure 1 on page 18 illustrates the procedure to follow if you have concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, speak to a member of the senior leadership team and/or take advice from local authority children's social care.

You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

8. Early Help

The Academy believes that providing early help is more effective in promoting the welfare of children than reacting later. **All** staff have a responsibility to provide a safe environment in which children can learn and **all** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. Children and families may require support from a range of local agencies. When a child/family would benefit from co-ordinated support from more than one agency e.g. education, housing, health, etc. the academy uses the early help assessment process to complete an early help assessment and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children's Act 1989.

The Academy will be particularly alert to the potential need for early help for any child who:

- is disabled or has special educational needs.
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family where circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse
- is showing early signs of abuse and/or neglect
- is particularly vulnerable in any of the ways identified above

An Early Help Assessment will only be undertaken with the agreement of the child's parents/carers. If the family consent is not received and concerns remain the academy may make a referral to Children's Access Point.

The DSL/DDSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

If it is appropriate to refer the case to local authority children's social care or the police, the DDSL/DSL will make the referral or support staff to do so.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

9. 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.”

Our academy will:

- 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, Mrs Melissa Baker. The SPOC will consider the level of risk and decide whether to refer to Children’s Access Point (CAP) or if there is immediate danger, call the police on 999.

If in exceptional circumstances the DSL/DDSL is not available, staff should speak to a member of the senior leadership team and/or seek advice from The Children’s Access Point.

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

10. Professional Challenge

Working with children and families and in particular child protection work can be stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children around child protection, we need to be able to challenge one another’s practice without fear of repercussions. This may include raising concerns about decisions, action or inaction by colleagues regarding individual children. If necessary staff may speak to the DSL/DDSL, Chair of Governors or 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 external agencies, the DSL/DDSL should raise concerns with their line manager and if not satisfied by the response, with the Head of Service.

Any professional challenges should be logged on CPOMS.

11. Pupils with special educational needs and disabilities or vulnerabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

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

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- I am Me programme

- Helping Hands Peer Support Group
- Time to Talk with Home School Support Worker

11. 1 Physical intervention

There may be times when adults in our academy, in the course of their duty, use physical intervention to restrain children. This will only ever be used as a last resort. The head teacher requires the adult involved in any such incident to report this to him/her immediately, and to record it in the 'Bound Book'. A number of staff have had 'Team Teach' accreditation. **Please refer to Positive Handling Policy.**

12. Concerns about a staff member or volunteer

If it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

We will deal with the allegation in accordance with national guidance and agreement as implemented by Darlington Safeguarding Children's Board. The headteacher or if the concern relates to the headteacher, the chair of governors will collate basic information about the allegation and report it without delay to Darlington's Designated Officer for managing allegations (Carol Glasper) who will discuss the concerns and will offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

13. Peer on Peer Abuse

We recognise that children are capable of abusing their peers. This is generally referred to as peer on peer abuse. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse is most likely to include but may not be limited to:

- Bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or as part of a broader pattern of abuse.
- Upskirting
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy; **please refer to our Peer on Peer Abuse Policy and Procedure** where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent

- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual violence or sexual harassment, such as indecent exposure or sexting – defined as images 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.

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

14. Online Safety

Our pupils increasingly use computers, tablets and mobile phones on a daily basis as a source of fun, enjoyment, education and communication. However we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications to enticing children to engage in sexually harmful conversations, web cam pornography, encouraging radicalisation or face to face meetings.

Sexting is defined as images or videos generated by children under the age of 18 that are of a sexual nature or are indecent. **Further information on this can also be found in our Peer on Peer Abuse Policy.**

Our **E-Safety Policy** explains how we aim to keep children safe in school which includes filters and monitoring. We have an Acceptable IT User Policy that is signed by staff and pupils with parents informed of expectations. Our E-Safety Policy outlines how we educate our pupils in online safety and they are regularly reminded as an ongoing part of our curriculum. We also inform parents of how to keep their children safe online through advice on newsletters, our website and annual workshops.

Mobile phone, cameras and devices - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bag / classroom cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras (Please refer to staff Code of Conduct). We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Pupils are not permitted to bring mobile phones in to school. On rare occasions, when it is essential, an agreement is made with parent/carer and child that it is handed in to the school office and collected at home time.

15. Helping Children to Keep Themselves Safe

We take every opportunity to teach safeguarding as part of our broad and balanced curriculum. Children are taught to understand relationships, promote British values and respond to and calculate risk through our Personal, Social, Health and Economic (PSHE), our Relationships and Sex Education (SRE) curriculum and in all aspects of school life. Our approach is designed to help children think about risks they may encounter and how those risks may be minimised or overcome. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and behave in a caring, responsible manner. Children are reminded regularly about e-safety, all forms of bullying including legalities and consequences.

We continually promote an ethos of respect, tolerance and kindness and the emotional health and wellbeing of our children is very important to us. Children are actively encouraged to speak to a member of staff about any worries they may have.

16. Whistle-blowing

We promote a culture that enables all staff to raise any concerns they may have about the management of safeguarding or child protection in school without fear of repercussions. This may include raising concerns

about decisions, action and inaction by colleagues with regard to individual children. If necessary, staff members may speak to the DSL, DDSL or the Chair of Governors or Local Authority designated officer, where the concern is regarding the headteacher. 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 whistle-blowing helpline is available for them to contact on 0800-0280285 (available from 8.00am to 8.00pm, Monday to Friday) or email help@nspcc.org.

17. Record-keeping

Well-kept records are essential to good child protection procedures. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing (CPOMS). If you are in any doubt about whether to record something, discuss it with the DSL.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

We will hold records in line with our records retention schedule.

18. Training

18.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates including serious case reviews through emails, e-bulletins and staff meetings as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

18.2 Safe Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. At St John's, the Headteacher and Chair of Governors have completed this training. **Please refer to Safer Recruitment Policy**

18.3 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

19. Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and are briefed on key safeguarding information including the need to keep mobile phone(s) in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show their DBS certificate/identity card, which will be checked alongside their photo ID or the organisation sending the professional, such as the LA will provide prior written/telephone confirmation that an enhanced DBS check with barred list information has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Please refer to Appendix 2 'Safe Recruitment' for further details.

20. Non-collection of children

If a child is not collected at the end of the session/day, we will first contact parents, then the emergency contact if parents are unavailable. If we have been unable to make contact by 4.30pm we will contact Social Services.

21. Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will contact parents immediately and then the police. **EYFS also have a Missing Children Policy.**

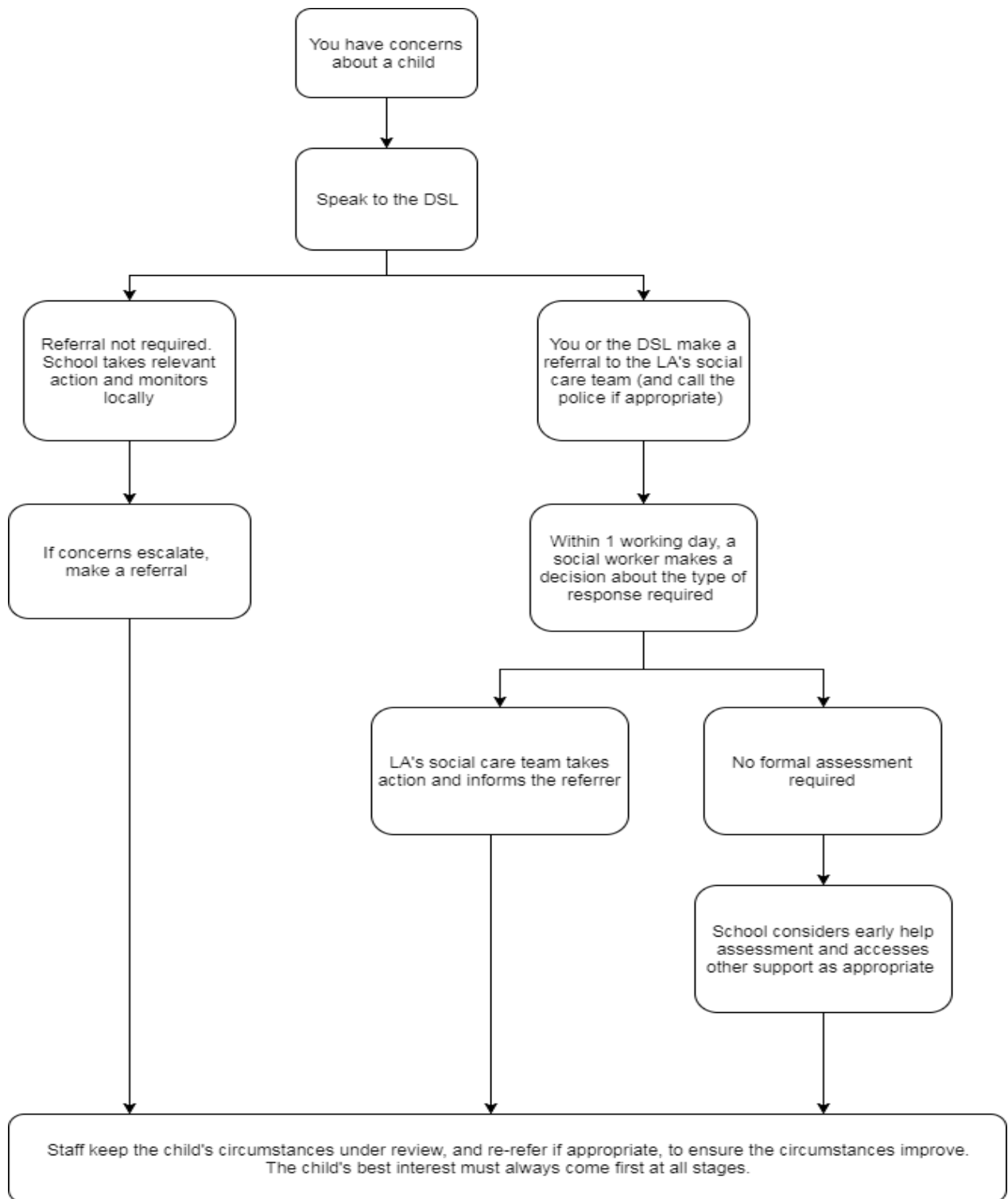
22. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Health and Safety
- Attendance
- E safety and IT acceptable use
- Anti -Bullying
- Equality
- Sex and relationship education
- Intimate care
- Positive Handling and Physical Intervention
- Curriculum
- Educational Visits
- Lettings policy
- Safe Recruitment
- GDPR

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



These appendices are based on the Department for Education’s statutory guidance, **Keeping Children Safe in Education 2018**

Appendix 1: types of abuse

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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children. They are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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 capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- 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 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.

Appendix 2:

Safe recruitment

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All trustees and members will have an enhanced DBS check without barred list information, and will also have a section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).

All proprietors, trustees, local governors and members will also have the following checks:

- Identity

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Appendix 3: specific safeguarding issues

1. Children missing from education (CME)

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

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:

Between 1 and 5 days	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.). School advise Children's Access Point (CAP) immediately if there is a child protection concern.
-----------------------------	--

<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>After 20 school days</p>	<p>If child is not located after 20 school days (of 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>

2. Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

3. Child criminal exploitation: county lines

Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity

(a) in exchange for something the victim needs or wants,

and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual.

Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

A term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'.

They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Ofsted definition of 'County Lines': 'situations where children may be trafficked within England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coastal towns and/ or other urban areas.

4. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

5. Children with family members in prison

Our academy recognises that children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

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

- psychological;
- physical;
- sexual;

- financial; and
- emotional

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

6. Children and the Court System- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

7. Honour-based violence (including FGM and forced marriage)

‘Honour-based’ violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

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 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological

Further advice and information is available from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk.

8. Breast ironing

This is a traditional West African practice which involves the pounding of developing breasts of young girls with hot objects, most commonly stones, spoons and hammers. The practice is usually carried out by a girl’s mothers or female family members with the purpose being to remove outward signs of puberty and prevent girls becoming sexually attractive to men.

9. Serious Violence

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 well-being, 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 associating with criminal networks or gangs.

10. Upskirting

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

8. Preventing radicalisation

Children are vulnerable to radicalisation and extremist ideology. Similar to protecting children from other forms of harm and abuse, protecting children from this is part of our academy safeguarding approach.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

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

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

Channel

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

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