



Homewood School & Sixth Form Centre
LEARNING • RESPECT • BELONGING

CHILD PROTECTION (Safeguarding) POLICY

Date approved by Governors
October 2016

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

CHILD PROTECTION (Safeguarding) POLICY

This policy will be reviewed every year

DATE OF POLICY: October 2016

DATE OF REVIEW: October 2017

Member of staff responsible for Policy:

Vice Principal (Students) & DSL

Signed.....Headteacher

Signed..... Chairman of Governors

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1.0 INTRODUCTION:

This policy has been developed in accordance with the principles established by the Children Act 1989, Sections 175 and 176 Education Act 2002 and related guidance including The Framework for the Assessment of Children in Need and their Families, Working Together to Safeguard Children 2013 and in accordance with Keeping children safe in education 2015.

The Governors and staff of Homewood School take seriously their responsibility to promote the welfare and safeguarding all the children and young people entrusted to their care.

The Designated Safeguarding Lead (DSL) has overall responsibility for Child Protection practice in school. There are two Assistant DSL's and a link governor (see end of policy for named individuals).

1.1 Aims and Principles

As part of the ethos of the school we are committed to:

- ❑ Safeguarding children's welfare. This is our paramount concern.
(This refers to all Students on roll at Homewood School)
- ❑ Providing suitable support and guidance so that students have a range of appropriate adults whom they feel confident to approach and talk to if they are in difficulty
- ❑ Using the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
- ❑ Working with parents to build an understanding of the school's responsibility to ensure the welfare of children including the need for referral to other agencies as appropriate
- ❑ Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication on referring.
- ❑ Monitoring children and young people who have been identified as "in need" including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals
- ❑ Developing effective and supportive liaison with other agencies

2.0 ROLES AND RESPONSIBILITIES:

2.1 School:

The role of the school is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, be suffering or who are at risk of suffering significant harm.

All adults in school have a role to play in relation to:

- Protecting children from abuse
- Promoting the welfare of children
- Preventing children from being harmed

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

2.2 Designated Safeguarding Lead

The Designated Safeguarding Leaders are responsible for:

- Co-ordinating Child Protection action within school
- Liaising with other agencies where appropriate
- Ensuring that locally established procedures are followed including reporting and referral processes
- Acting as a consultant for staff to discuss concerns
- Making referrals as necessary
- Maintaining a confidential recording system
- Representing or ensuring the school is appropriately represented at inter-agency meetings in particular Child Protection Conferences
- Managing and monitoring the school's part in child care / protection plans
- Organising training for all school staff
- Liaising with other professionals including the Assistant DSLs, Family Liaison Officers and CAF/Early Help Coordinator.
- Liaising with Families.
- Ensuring that the CP Policy and Staff Code of Conduct are circulated to all staff annually.
- Referral of misuse of technology to the e-safety officer.

The DSL and Assistant DSL meet regularly to discuss cases and may delegate some to the Family Liaison Officers who will deal with situations and produce the necessary reports/records for filing.

3.0 POLICY LINKS

The school will also address Child Protection issues through the curriculum, through school policy and through guidance given to individuals and groups of students.

Strategies may include guidance and information provided through:

Citizenship/PHSE/Assemblies – (ECM, bullying, e-safety, mental health issues).

Ethos for Learning Policy
E-Safety Policy
Sex and Relationships Education Policy
Anti-Bullying Strategies
Care Plans/Personal Education Plans
Complaints Procedures
Health and Safety
Risk Assessments
Extra Curricular Activities
KCC Allegations against Members of Staff
Keeping Children Safe in Education 2014
Safer Recruitment and Selection

4.0 PROCEDURES:

A copy of the Department for Education 'Keeping children safe in education' 2015 Statutory guidance for schools and colleges is kept in the staff room and contains details of procedures and the categories and definitions of abuse.

All Staff to receive the 'Keeping children safe in education' information for all school and college staff updates as they are issued.

4.1 Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse. These are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

All Family Liaison Officers are also given additional training on the signs of Female Genital Mutilation (FGM), and Child Sexual Exploitation (CSE) (Appendix 3) and have completed WRAP Training (Radicalisation).

All Staff have received Training on British Values, SMSC Training as well as how to identify students vulnerable to Radicalisation (Appendix 3/4).

4.2 Definitions of Child Abuse:

Types of abuse and neglect

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only

insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children may be abused or neglected through the infliction of harm or through the failure to prevent harm.

4.2 Responding to concerns:

Concerns for a child or young person may come to the attention of staff in a variety of ways; for example through observation of behaviour, observation of injuries, through disclosure or a child going missing from education. Any member of staff who has a concern for a child or young person, however insignificant this might appear to be, should discuss this with the DSL as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible. If the DSL is not available then the Assistant DSLs will be contacted. In the unlikely event that they are not available, cases should be referred to the Assistant Head of College who will decide to consult with Social Services as appropriate. Consultation may also take place with the Area Safeguarding Adviser but a formal referral or urgent medical treatment should not be delayed by the need for Consultation. The safety of the child is paramount in all decisions made and if the child needs immediate protection the police should be called immediately, this is also the case for concerns on Radicalisation where by referrals to Channel should be made via the Police on 101 (Appendix 3 /4).

4.3 The Disclosure

If a child makes a disclosure of concern to a member of staff they should:

1. RECEIVE

- Listen to what is being said, without displaying shock or disbelief
- Accept what is being said
- Take notes
- Avoid interrupting except to clarify what the child is saying

2. REASSURE

- Reassure the student, but only so far as is honest and reliable. For example, DO NOT make promises you may be unable to keep like, 'I'll stay with you' or 'Everything will be fine'.
- DO NOT promise confidentiality: you have a duty to refer
- DO reassure and alleviate guilt. For example, you could say: 'You're not to blame', or 'You're not alone, you're not the only one this sort of thing has happened to'.

3. REACT

- React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.
- DO NOT ASK 'leading' questions. For example, 'What did s/he do next?' This assumes s/he did, or 'Did he touch your private parts?' Such questions may invalidate your evidence and the child's in any later prosecution in court.
- DO NOT criticise the offender. The student may love him / her.
- DO ask open questions like 'Anything else to tell me?' 'Yes', And?'
- DO NOT ask the student to repeat it all to another member of staff.
- Explain what you have to do next and who you have to talk to.
- Refer the matter to The Designated Child Protection Coordinator yourself.
- It is a disciplinary offence not to report concerns about a child if that child could be at risk.

4. RECORD

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible on a Safeguarding form (appendix 1) which can be found in the staffroom or electronically on teachershare (safeguarding file).
- DO NOT destroy your original notes. They may be required in court.
- Record any noticeable non-verbal behaviour and the words used by the student. If the student uses sexual 'pet' words, record the actual words used, rather than paraphrasing them into 'proper' words.
- Draw a diagram to indicate the position of any cuts, bruises or injuries. Do not photograph the injury.
- Record only statements and observational things, rather than your 'interpretations' or assumptions. Opinion should not be given unless there is some form of evidence base which can be quoted.
- Sign date and time the records.

Information to be recorded on a Safeguarding form.

- Child's name and date of birth
- Child in normal context, e.g. behaviour, attitude, (has there been an extreme change)
- The incident(s) which gives rise for concern with date(s) and times(s)
- A verbatim record of what the child or young person has said.
- If recording bruising/injuries indicate position, colour, size, shape and time on body map.
- Action taken

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis. The basic details outlined above are vital to the information gathering process and do not constitute an investigation.

Written information should be passed to the DSL at the first possible opportunity.

The Principal should always be kept informed of any significant issues.

5. REMEMBER

- Follow the school's guidelines. Consult with the DSL as quickly as you can or in her absence the Assistant DSL. In the unlikely event that these staff are absent from school please inform the child's Assistant Head of College.
- By telling you about it the victim has trusted YOU to deal with the problem correctly.

6. RELAX

- Talk to the DSL about any concerns that you may have.

5.0 REFERRALS TO SOCIAL SERVICES

It is the responsibility of the DSL to decide when to make a referral to Children's Social Services (CSS). To help with this decision s/he may choose to consult with the Kent Contact and Assessment Service (KCAS) - contact details can be found at the back of this policy. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers should be made aware of these. If CSS decide to take the referral further, a written referral will need to be completed then the case is passed to the Duty and Initial Assessment Team (DIAT). Some concerns may need to be monitored over a period of time before a decision to refer to Social Services is made. In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought. Agreement will not be sought if it will place a child at increased risk of harm. It is good practice in most cases to keep the young person aware of action to be taken by the DSL or Assistant DSLs.

If it is felt that the student requires further agency support, but does not fit the CSS criteria, then it may be advised that a Common Assessment Framework (CAF)/Early Help Notification form is completed with the family. The Early Help should be offered to children who have additional needs to those being met by universal services. The Early Help process is not a 'referral' process but a 'request for services'. The process is entirely voluntary and informed consent is mandatory, so families do not have to engage and if they do they can choose what information they want to share.

Referrals to Social Services will be made using Kent's inter-agency referral form (appendix 2 or www.kscb.org.uk). In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed and emailed to the County Duty Social Services office (see details at end of policy). The decision on actions following a referral should be made within one day.

If after consultation with the DSL a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer directly to Social Services. The Principal should be informed of this decision.

The DSL will inform members of staff who have direct pastoral responsibility for children and young people whose names are on the Child Protection register. These children and young persons must be monitored very carefully and the smallest concern should be recorded on an incident sheet and passed immediately to the DSL or the Assistant DSL in the DSLs absence.

6.0 STORAGE OF RECORDS

The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with Child Protection policy guidance.

7.0 ALLEGATIONS AGAINST MEMBERS OF STAFF

Further information regarding the procedures for managing situations involving members of staff, the Principal or the DSL/Asst DSL can be found in the Child Protection Procedures for Managing Allegations Against Staff (KCC) Copies of this document are held by the Principal and DSL.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

Concerns involving members of staff

Any concerns that involve allegations against a member of staff should be referred immediately to the DSL/Asst DSL who will discuss the matter with the Principal and contact the Local Authority Designated Officer (LADO) to discuss and agree further action to be taken in respect of the child and the member of staff.

Concerns involving the Principal

Any concerns that involve allegations against the Principal should be referred immediately to the Chair of Governors who will contact the Area Child Protection Co-ordinator (Children's Officer) to discuss and agree further action to be taken in respect of the child and the member of staff.

8.0 CODE OF PRACTICE FOR STAFF

All school staff should take care not to place themselves in a vulnerable position in relation to Child Protection. It is always advisable for work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of Kent's Positive Handling Policy and the school's own Ethos for Learning Policy, and any physical interventions must be in line with agreed policy and procedure. If physical contact is made with a students, then the positive handling form should be completed and handed to the DSL/Asst DSLs.

All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep children safe and that may involve informing others.

Where possible, adults should not be left alone for long periods with individual children. A teacher who needs to discuss an issue with a student on a one to one basis will leave the door ajar and/or alert a colleague to be in close proximity at that time.

Members of staff are advised not to take students home on their own in the event of missed buses, extra curricular activities, injuries, etc. Where possible, parents will be notified and arrangements made to collect the student from school. Where it proves impossible to contact parents (or the given emergency contacts) the member of staff responsible for the activity will make arrangements for the student to be transported home since the child's safety must be considered paramount.

The following advice is also given to staff:

- Do not transport students home unless there is an emergency (particularly relevant on a 1 to 1 basis).
- Do not make contact with a child on his/her phone (mobile or landline) this also pertains to Year 12/13 students.
- Do not email students. Never use personal e-mail accounts. Do not become 'friends online' with students
- Do not arrange to meet or socialise with students outside of school
- Under no circumstance should a member of staff enter into a relationship with any student (abuse of trust).
- If a member of staff is concerned that a student is showing undue attention to them they should report it at the first possible opportunity to the DSL.
- Be aware of rules regarding inappropriate physical contact with students.

9.0 SUPERVISION AND SUPPORT:

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL or Assistant DSLs.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach support services directly eg Social Care, Channel or Police.

10.0 OTHER SAFEGUARDING PROCEDURES

All applicants for work within the school (teachers, supply teachers, classroom assistants, associate staff, canteen workers, and caretaking staff) will be required to provide two references in order to ascertain a candidate's suitability to comply with the regulations governing Child Protection (Rehabilitation of Offenders Act 1974). In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one position to another, explanations will be sought. In addition, each appointment made will be conditional upon a satisfactory police search into the candidate's background. Appropriate checks will also be carried out on staff volunteers and on any parents who work with children. A Single Central Record is held in the Personnel Department.

All applicants for voluntary work within the school will not be admitted to the school site without the prior permission of The Principal / Vice Principal and a satisfactory CRB check. Such visitors

will be required at all times to work with students in the presence of a member of the teaching staff.

Students who display abusive behaviours to others will be subject to the full range of sanctions. Where appropriate the Principal will exclude such students from the school on a temporary or permanent basis. Bullying incidents will be dealt with in accordance with the School's Anti Bullying Policy.

The school will also take active steps to ensure that users of the site are easily identified. Each member of staff (Teaching Staff, Associate Staff and Teaching Assistants) will be required to wear an identity badge which gives current details of its bearer: These badges will have a clear photograph of the person, the name of the person and the position held by them.

All visitors to the school will be required to wear a temporary visitor's identity badge which will be issued by the Main Reception Staff when the visitor signs into the school. Visitors will be informed that they are required to return the visitor's badge to Main Reception on signing out of the school site. When Student ambassadors are taking visitors to meeting rooms or on tours of the school the ambassadors will do this in pairs. All visitors to the school site wearing a white visitor's badge should be supervised by a member of staff at all times. Regular visitors to the site who have had their documentation checked by the Safeguarding Team will be issued with a Green visitors badge and will be permitted to work with students on a one to one basis.

Security cameras will be in operation to ensure comprehensive coverage of the school site. Video information will be recorded and monitored on a daily basis and evidence retained by the school. Attendees of Adult Education classes (independent of the school) are also monitored by security cameras.

Information with regard to students' personal details will never be divulged over the telephone to ensure data protection apart from in respect of Social Services referrals. All callers who require information about students (including those from the external agencies which support the school) will be required to put their request in writing and the suitability of each request will be assessed by The Principal and /or The Designated Safeguarding Lead. In cases where the Press or Media contact the school they will be referred to The Principal or Vice Principal (Media)

Clear procedures are also in place for students undertaking long term work placements. Records of visits and appropriate action plans for companies are held on file in school.

When research is undertaken in school with students, staff, parents or community members, then the person conducting the research should complete the schools ethics pro-forma. The completed form should be returned to the schools Teacher Researcher to check that there are no concerns with the project with regards to ethics and/or safeguarding.

11.0 TRAINING OPPORTUNITIES:

The DSL is responsible for ensuring staff including him/herself receive training in the area of Child Protection. The LEA's Children's Safeguarding Service provide training to all schools in the roles and responsibilities of a School DSL and the Child in Need/Child Protection procedures. Whole staff training in the area of Child Protection including an overview of the Framework for Assessment is now delivered annually. New staff and volunteers receive small group training before commencing work in the school.

See 4.1 on additional training given to key members of staff.

Updates on new legislations will be distributed as they are issued.

12.0 MONITORING AND REVIEW:

All governors will have access to a copy of this policy and will have the opportunity to consider and discuss its contents prior to the approval of the Governing Body being formally sought.

The policy will be reviewed annually.

All staff will have access to this policy via teachershare. Hard copies are held in each College Office and with Mrs K Douglas, and given to all staff during their induction training.

CONTACT DETAILS

School:	Homewood School and Sixth Form Centre
Principal	Mrs. S Lees
DSL	Miss V English
Assistant DSLs	Mrs H Jones, Miss S Faulkner, & Mrs J Ross Smith
CP Governor	Mrs G Guthrie
LEA – Safeguarding in Education Principal Officer South Kent Area Safeguarding Adviser	Claire Ray 03000 415788 Mobile 07920108828 Peter Lewer 03000 415648 mobile 07917602413
KCAS	03000411111 central.duty@kent.gov.uk
Ashford Social Services	Unit 5 Kroner House, Eurogate Business Park, Ashford, Kent TN24 8XU
Most recent CP Training event	All Staff 1 December 2014 Governors 26 November 2014 New Staff ongoing – on their first day at school
Next scheduled CP Training	All Staff November 2017 Governors 26 November 2017 New Staff and Governors on their first day in school
Update Training	Prevent/Radicalisation 6 January 2016

All incidents to be reported directly to H Jones, V English, S Faulkner or J Ross Smith who will allocate cases to CP Team as appropriate.

Appendix 1

Safeguarding Form

Please hand to DSLs (Hannah Jones, Vicki English, Scarlett Faulkner)

Student Name	Date of Birth	Tutor Group
Name of Person Completing Form (Please print)		
Date of Incident/Concern (dd/mm/yy)		
Incident/Concern/Disclosure detail		
Please continue on separate sheet if necessary.		
Any other relevant information (witnesses, immediate action taken)		
Signature	Date Form Completed	

DSL Use only

Action Taken

Date	Action	Signature

This form is to be used by all agencies when referring a child to Specialist Children's Services. The more information received at the first point of contact, the more likely it is that appropriate services will be delivered at the earliest opportunity to help children and their families.

BEFORE PROCEEDING – PLEASE CONSIDER - Have you consulted within your own agency about this referral? If so, was it agreed that a referral was required?

1.		Child's First Name/s:		Child's Surname:	
Any alternative name:					
Date of Birth or EDD	Gender (M/F) Please select:	Religion Please select:	First Language Please select (A-F): Please select (G-Pe) Please select (Po-T): Please select (U-V):		
Name of Parents/Carers:					
Home Address:			Any other relevant addresses		
Post Code: Telephone Number/s:			Post Code:		
Ethnic Origin [Please choose one category and select from the drop-down menu]					
White Please select:	Mixed Please select:	Asian or British Asian Please select:	Black or Black British Please select:	Other Ethnic Groups Please select:	

2. Other Significant Family Members / Adults			
Name	Relationship	Date of Birth	Contact Details

Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers⁷.

All schools must inform their local authority⁸ 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 e.g. 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, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

⁷ Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006

⁸ Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)⁹.

Further information on Child Sexual Exploitation

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

Further information on Female Genital Mutilation

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

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.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on 12 FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

⁹ Regulation 12(1) of the Education (Pupil Registration) (England) Regulations 2006

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers¹⁰, along with social workers and healthcare professionals, 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.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism¹¹. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and 13settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

¹⁰ Section 5B (11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term ‘teacher’.

¹¹ Extremism is 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.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard¹² to the need to prevent people from being drawn into terrorism”¹³. This duty is known as the Prevent Duty. It applies to a wide range of public facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

¹² According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹³ “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme.¹⁴ 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.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels¹⁵.

¹⁴ Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

¹⁵ Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015

Appendix 4

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 is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student 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’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 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;
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. 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.

8. 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.

What can we do about it?

Research suggests that young people who feel alienated or isolated by 'push' factors are more vulnerable to being influenced by the 'pull' of a single narrative and therefore more susceptible to radicalisation. Universal provision around the prevention of violent extremism is embedded within effective mainstream provision. Work to engage children and young people; develop their social and emotional skills; educate them in citizenship, peaceful protest, global learning and e-safety; recognise and support their individual needs; give them a voice; develop community cohesion and so on, already features within the provision of our primary and secondary schools and within other settings where children and young people come together. Effective universal provision should make a young person less susceptible to radicalisation.

Staff, particularly at secondary phase and beyond, should also be made aware of the potential indicators that a young person may be becoming involved in extremism and know how and where to refer any concerns.

Early intervention is crucial

Some factors that may contribute to vulnerability to extremism	Some indicators that a young person may be becoming involved in extremism
<ul style="list-style-type: none"> • Experience of poverty, disadvantage or social exclusion • Conflict with family over religious beliefs and/or lifestyle choices/extreme political views • Identity confusion • Victim or witness to race or religious hate crime • Underachievement • An event or series of traumatic events- global, national or personal • Rejected by peer, faith or social group or family • Recent religious conversion • May possess literature related to extreme views (access via internet?) • Extremist influences • Pressure from peers associated with extremism <p><i>Based on academic research Dr J Cole and Dr B Cole (2009)</i></p>	<ul style="list-style-type: none"> • Becoming a loner • Obsessed by the internet/social networking sites-- and secretive about what they are doing • Un-corporative/disengaged • Abusive/aggressive/extremist views/comments/ threats/language • Fascination/fixation with weapons (eg drawing guns)/chemicals/explosives/ extremist activity/events • Carrying weapons • Changes in relationships/ withdrawal from family • Changes in friendship groups (including adult relationships)/desire to be part of a gang. • Change in behaviour or appearance due to new influences • Seeking to recruit / 'groom' others to an extremist ideology • Possession of violent extremist literature • Absence patterns/ emergent travel plans e.g. Syria

What to do if you think a student is showing signs of possible radicalisation/extremism:

If during class discussion a student expresses a view that is extreme this should be challenged and explained that this is not appropriate to discuss this in this forum. They should be reminded that some people will be upset by their views and they should always be considerate of all – RESPECT FOR OTHERS.