



MOULTON SCHOOL AND SCIENCE COLLEGE



Child Protection Policy

Date: October 2017

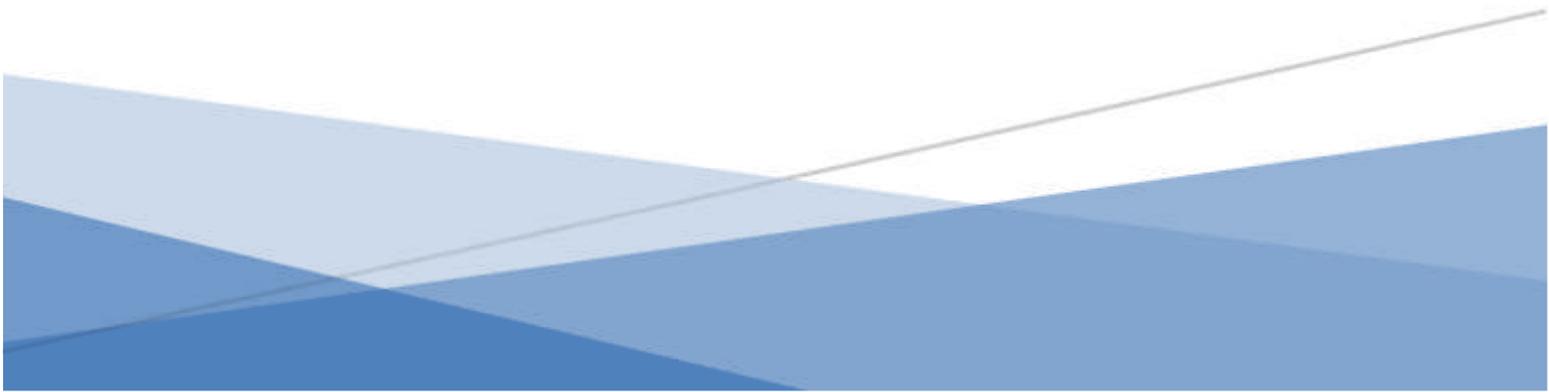


TABLE OF CONTENTS

Designated staff.....	4
Principles	5
Context	5
Aims	6
School commitment.....	6
Recognising concerns	7
Safeguarding issues	7
Specific safeguarding issues	7
Roles and responsibilities	8
The role of the Headteacher.....	8
The role of the governing body	8
Broad areas of responsibility for the designated safeguarding lead	8
Referrals.....	9
Training.....	9
Raising Awareness	9
Other Designated Persons	9
Procedures.....	10
Confidentiality	10
Dealing with a disclosure	10
Referral Outcomes.....	11
Training and support	12
Preventing People from working with children	13
Safer recruitment.....	13
Visitors.....	13
Records and Monitoring	14
Supporting Pupils at Risk	15
Substance Misuse and Child Protection	15
Children of Substance Misusing Parents/Carers.....	15
The contribution of the curriculum	16
Bullying	17
Internet Safety in school.....	18
Photography and Images.....	18
Online -Safety	18
Social Networking	18
Procedures if an allegation is made against a member of staff	19
Challenging and reporting behaviour and practice by adults.....	19
Whistleblowing.....	19

Allegations of abuse made against other children	19
Safeguarding allegations.....	19
Peer on Peer Abuse	20
Minimising the risk of safeguarding concerns towards pupils from other students	20
What to do.....	20
Working with parents.....	22
Appendix 1 – Abuse and neglect	23
Signs and indicators of abuse and neglect.....	23
Types of Abuse and Neglect	23
Physical abuse.....	23
Emotional abuse	24
Sexual abuse and exploitation	24
Neglect.....	25
Specific Safeguarding Issues	25
Further information on a Child Missing from Education	25
Honour based violence	27
Further information on Female Genital Mutilation	28
Further information on Preventing Radicalisation	29
Appendix 2 – Cause for Concern	31

This Child Protection Policy has been created following the statutory guidance provided by the Department of Education in the Keeping Children Safe in Education document published in September 2016. Extracts from this document have been included in this policy document when appropriate.

The Child Protection Policy should be read in conjunction with the following school policies.

Anti-bullying
Attendance
Complaints
Drugs Policy
Equality Policy
Online safety
Parent AUP
Staff AUP
Parent AUP
Health and Safety
Prevent statement
PSHE Policy
Relationships for Learning
Risk Assessment
SEN and Inclusion
SMSC Policy
Sports Lettings Policy
Staff Code of Conduct
Student Code of Conduct
Teaching and Learning Policy
Whistleblowing Policy

This Child Protection Policy was adopted by the governing body on _____

And will be reviewed on _____

Signed by the Chair of the Governing Body _____

Countersigned by the Headteacher _____

DESIGNATED STAFF

Senior Designated Lead	Miss Debbie Macintosh	Assistant Head – DSL Y7-8
Deputy Senior Designated Lead	Mrs Angela Dabbs Miss Alison Scholey	Deputy Head – DSL Y11 Assistant Head – DSL Y9-10
Other designated persons	Mr Trevor Jones Mrs Mandy Dane Mrs Lisa Punter Mrs Rachel Legrand Mrs Catherine Martin Miss Rachel Waters Miss Faye Clarke Mrs Pauline Teasdale Mrs Katie O'Brien Miss Helen Tovey Mrs Paula Allen Mrs N Richardson Miss Gemma Burley Mrs Sarah Gibson	Headteacher Business Manager Head Of Sixth Form Deputy Head of Sixth Form Student Support Sixth Form Year Leader - Year 11 Assistant Year Leader – Year 11 Year Leader - Year 10 Assistant Year Leader – Year 10 Year Leader - Year 9 Assistant Year Leader – Year 9 Year Leader - Year 7 and 8 Assistant Year Leader – Year 8 Assistant Year Leader – Year 7
Designated teacher to promote achievement of children in care	Mr Peter Crotty	Head of Inclusion
Nominated governor	Eric Anakwa	

The above designated members of staff / nominated governor can be contacted by sending an e-mail to admin.dept@moultonschool.co.uk

Safeguarding referrals must be made in one of the following ways which is displayed on noticeboards in the staff room, department offices and published on the school's website.

- By telephone contact the Multi-Agency Safeguarding Hub (MASH) on 0300 126 1000
- By email to the MASH team: MASH@northamptonshire.gcsx.gov.uk
- In an emergency outside office hours by contacting the Emergency Duty Team on 01604 626938 or the police.

If a child is in immediate danger at any time, left alone or missing, contact the police directly and/or an ambulance using 999.

Students are encouraged to share their concerns or worried about fellow students by sending an e-mail to worrybox@moultonschool.co.uk. This address is monitored during the school holidays as well as during term time.

PRINCIPLES

Moulton School recognises the responsibility it has under Section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children¹ and expects all staff, volunteers and visitors to share this commitment. We will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

This policy also reflects guidance within:

- Keeping Children Safe in Education (September 2016) including Annexe A 'Further Information'
- Working Together to Safeguard Children (March 2015)
- What to do if you're worried a child is being abused (2015)
- Guidance for Safer Working Practice for Adults who work with Children and Young People (October 2015)
- The Prevent Duty (June 2015)
- Counter Terrorism and Security Act (2015)
- Female Genital Mutilation Multi-Agency Practice Guidelines: (2014) and Mandatory reporting of female genital mutilation: procedural information (October 2015)
- The use of social media for online radicalisation
- and is in accordance with Northamptonshire Safeguarding Children Board procedures.

Safeguarding is defined by the Keeping Children Safe in Education document as:

- 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 and
- Taking action to enable all children to have the best outcomes

Child protection is part of safeguarding and promoting the welfare of children.

It is activity undertaken to protect specific children who are suffering or at risk of suffering significant harm.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The school's key principles are:

- Safeguarding is everyone's responsibility
- Children's needs are at the heart of all safeguarding practice

CONTEXT

Children spend half their waking hours in school and for some it is the only safe place in their daily lives. School staff are in a position to identify concerns early and provide help to children to prevent things escalating. They may be the first people that children tell about their experiences of abuse.

School staff need to work with colleagues in other agencies to promote the welfare of children and protect them from harm.

The *Teacher Standards 2012* state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties to help practitioners identify child abuse and neglect and take appropriate action in response.

All school and college staff have a responsibility to provide a safe environment in which children can learn. They have the responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

In addition to working with the Designated Safeguarding Lead, staff members should be aware that they may be asked to support social workers about individual children.

¹ Children includes everyone under the age of 18

All staff members receive appropriate child protection training at least annually and regular updates are given throughout the year.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

AIMS

The aim of this policy is to safeguard and promote our students' welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The students' welfare is of paramount importance.

Moulton School fully recognises its responsibilities for child protection and the contribution it can make to protect and support children in school.

Our policy applies to all staff, governors, volunteers and visitors working in the school.

There are three main elements to our policy:

- a. **Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos
- b. **Protection** by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns
- c. **Support** for pupils and staff and for children who may have been abused

The school's aims are:

1. To provide a safe environment in which our children can learn
2. To identify children who are suffering or likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and in school
3. To listen to the views of children and duly consider them
4. To contribute to effective partnership working between all those involved with providing services for children and facilitate communication between all relevant agencies
5. To prevent unsuitable people from working with or coming into contact with children
6. To facilitate early help ² for children and families wherever possible. Early Help Assessment (EHA) is a simple way to help identify needs of children and families and make a plan to meet those needs. EHA replaces the Common Assessment Framework (CAF). Early help means providing support as soon as a problem emerges at any point. Staff should discuss early help requirement with the DSL.

SCHOOL COMMITMENT

We recognise that because of their day to day contact with children, school staff are well placed to observe possible signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel safe and secure, are encouraged to talk, and are listened to
- Ensure adults and children are respectful of each other
- Ensure children know there are adults in the school whom they can approach if they are worried
- Develop a culture of openness, honesty and trust
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise, and stay safe from, abuse.

² As stated in the Keeping Children Safe in Education (Sept 2016) by the Department for Education

RECOGNISING CONCERNS

Children are unique and varied individuals and their response to trauma will be as individual as they are. Child abuse can happen to any child in any family in any organisation or setting. Often, children are more likely to be abused by people they know.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges³. The school recognises that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

SAFEGUARDING ISSUES

'Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children'⁴

There are four categories of abuse

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

SPECIFIC SAFEGUARDING ISSUES

- Bullying including cyberbullying
- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs (Drug use and Child Protection, Children of Drug using parents)
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based violence / violence against women and girls (VAWG)
- Grooming
- Hate
- Honour based violence
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Peer on Peer Abuse , including sexting
- Relationship abuse
- Trafficking

For a further explanation on the different categories please refer to Appendix 1.

³ As stated in the Keeping Children Safe in Education (Sept 2016) by the Department for Education

⁴ Working Together to Safeguard Children 2015

ROLES AND RESPONSIBILITIES

Everyone in the school has a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools who have specific responsibilities under Child Protection procedures:

- The Headteacher
- The Governing Body
- The Senior Designated Lead with lead responsibility for child protection and any deputies
- Other designated persons

THE ROLE OF THE HEADTEACHER

- To appoint a designated teacher to co-ordinate action within the school and to liaise with other agencies on suspected abuse cases
- To liaise with the nominated governor on child protection issues and school policy
- To put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by local procedures and are easily available to all staff and volunteers for reference

THE ROLE OF THE GOVERNING BODY

The Governing Body has a duty to ensure that the school meets its statutory responsibilities and ensure that the children and young people attending the school are safe.

- To have a child protection policy and procedures in place and comply with their duties under legislation set by the Northamptonshire Safeguarding Children Board (NSCB) and locally agreed inter-agency procedures
- To appoint a member of the governing body to take a lead on Child Protection
- To operate safe recruitment and disciplinary procedures which adhere to the latest regulations and make sure that all appropriate checks are carried out on new staff and volunteers
- To have procedures for dealing with allegations of abuse against members of staff
- To have a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues
- To ensure that appropriate training is undertaken on a regular basis
- To remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay
- To monitor the Child Protection policy termly. This will be led by the nominated governor who will report back to the QA sub-committee and the Full Governing Body and to review the Child protection policy annually.
- To have a Staff Code of Conduct in place which is reviewed and updated annually

BROAD AREAS OF RESPONSIBILITY FOR THE DESIGNATED SAFEGUARDING LEAD

The designated safeguarding lead should take responsibility for safeguarding and child protection which should be explicit in the role-holder's job description⁵. All staff at school will be made aware of the role of the Designated Safeguarding Lead (DSL).

At Moulton School, the Senior Designated Lead is supported by 2 Deputy Designated Leads trained to Designated Safeguarding Lead Level to cover KS3 and KS4 as well as the Deputy Head of Sixth Form to oversee child protection matters in post-16 education.

⁵ As stated in Annexe B from the Keeping Children Safe in Education (Sept 2016) by the Department of Education

During term-time, the Designated Safeguarding Lead and deputies are always available during school hours for staff to discuss any child protection or safeguarding concerns. The Designated Safeguarding Lead in partnership with the deputies, other members of the Senior Leadership Team and other key staff at school will organise adequate and appropriate cover for any out of hours or out of term activities/ issues.

It is the responsibility of the Designated Safeguarding Lead and deputies to liaise with the local authority and work with the relevant agencies in line with Working together to safeguard children.

REFERRALS

- To refer cases of suspected abuse or allegations to the relevant investigating agencies
- To act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies
- To refer cases to the Channel programme for radicalisations concerns and act as support for other members of staff making such referrals
- To liaise with the Headteacher to refer cases where a person is dismissed or left due o risk or harm to a child to the child and disclosure barring service as required.
- To liaise with the Headteacher to inform him of any issues and ongoing investigations, including those involving the Police.

TRAINING

- To undertake training at least every two years and in addition, keep up-to-date with safeguarding developments at least annually
- To recognise how to identify signs of abuse and when it is appropriate to make a referral
- To have a working knowledge of how local Child Protection teams operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so
- To ensure each member of staff has access to, and understands, the school's child protection policy especially new or part-time staff
- To ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise
- To be able to keep detailed, accurate and secure written records of referrals/concerns
- To obtain access to resources and attend any relevant training courses at least every two years

RAISING AWARENESS

- To ensure the school's child protection policy is updated and reviewed annually and work with the governing body regarding this;
- To ensure parents and carers are aware of the child protection policy and safeguarding responsibilities of the school. This is communicated at Year group information evenings which take place at the start of every academic year. The presentations are posted on the school website along with the Child Protection policy, e safety fact sheets and links to a range of advisory websites for parents and carers.
- Where children leave the school to go to another establishment, to ensure that their child protection file is transferred separately from the main pupil file to the new establishment.

OTHER DESIGNATED PERSONS

Due to the size of the school community, the school has chosen to train a number of staff to ensure that child protection and safeguarding matters are dealt with promptly and efficiently. A list of currently trained members of staff and their role appears at the beginning of this policy document. However, the Designated Safeguarding Lead's responsibility should not be delegated⁶.

⁶ As stated in the Keeping Children Safe in Education (Sept 2016) document by the Department of Education

PROCEDURES

CONFIDENTIALITY

Confidentiality is vital in child protection matters. Clearly there is a “need to know” for staff who teach a child or have pastoral responsibility for him/her: the only purpose of confidentiality is to benefit the child.

Staff have a professional responsibility to share relevant information with the designated teacher and investigative agencies. If a child confides in a member of staff and requests that the information is kept secret, the member of staff **MUST NOT** agree to this. The child must be sensitively told that the member of staff has to refer the matter for the child’s own sake. The child should be reassured that the matter will only be disclosed to people who need to know.

When a referral is made, there is an expectation that parents will be informed except in cases where this disclosure is likely to place the child at greater risk.

DEALING WITH A DISCLOSURE

Where it is believed that a child is suffering from, or at risk of, significant harm, the following procedures will be followed.

The possibility of a child being abused may come to light in several ways, the two most common being:

- (i) The child him/herself makes a disclosure to a teacher (or one of his/her friends does)
- (ii) The member of staff has concerns about a particular individual (e.g. bruising, swelling, drawings or imaginative writing)

The situation in (i) is seemingly more clear cut but a sensitive approach is needed by the member of staff in both cases.

Even if, in (ii) above, the child offers a seemingly innocent explanation but the member of staff is not convinced of it, they should pass on their concerns to the designated teacher: the protection of the child is paramount and we need to err on the side of caution. Staff therefore need to report their concerns to the designated teacher at the earliest stage of concern/anxiety.

Speed is important. Social Services may need to intervene **before** the child goes home. Therefore, staff are encouraged to pass on their concerns (accompanied by brief notes) to the designated teacher **very quickly**. This will “trigger” one of the following sequences:

1. Immediate referral by the designated teacher to Social Services
2. If the case is less clear cut, advice will be sought from appropriate agencies
3. If the case is not referred, written notes must be made detailing the child’s name, the date, nature of cause for concern, the advice from the agency consulted and so on. These notes will be placed in a locked file
4. The pupil potentially at risk will be monitored

Social Services have statutory responsibility for the management of child abuse cases; the school have a statutory responsibility to refer any suspected cases of child abuse.

All allegations of sexual abuse are jointly investigated by Social Services and the Police.

REFERRAL OUTCOMES

A number of possible outcomes exist following the submission of a referral to the MASH team. The key ones are:

- Case meets the Social care thresholds for assessment
- Case does not meet Social care thresholds but further support is needed but the MASH team will recommend an EHA / Complex Case Discussion
- Case does not meet Social Care thresholds but the school will be signposted to an appropriate service.

In each event there should be feedback to referrers, other professionals and the family.

If referrers disagree with outcomes, there is an appeal process which should be followed as per NSCB Procedures.

See Appendix 2 - Cause for Concern Flow Diagram

TRAINING AND SUPPORT

The school will ensure that the Headteacher, the Senior Designated Lead, other designated persons and the governing body will attend training relevant to their role.

At Moulton School the Senior Designated Lead and deputies will be trained annually. Other designated members of staff will be trained at least every 2 years.

All members of staff will receive training annually, delivered by the Senior Designated Lead at the start of each academic year, and be expected to read the relevant child protection documents provided by the school. Signature upon collection of documentation indicates the member of staff's commitment to read and understand such policies. Also, all staff will be required to undertake on-line training on Child Protection and Prevent Duty. Completion and achievement certificates will be filed centrally and the Safeguarding Training Log updated as appropriate.

In addition, all members of staff will be regularly updated on child protection issues via email, the staff bulletin and staff briefings taking place at least each half-term and be provided with opportunities to contribute to and shape safeguarding policies.

Child protection will also form part of the induction programme for all new members of staff.

Senior members of staff undergo safer recruitment training to ensure they are competent in making safer recruitment decisions.

As a school, we recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead. They may also seek further support from our school counsellors.

PREVENTING PEOPLE FROM WORKING WITH CHILDREN

SAFER RECRUITMENT

The school will take all reasonable measures to ensure it practices safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with regulations and guidance given in Safeguarding and Safer Recruitment. The school will ensure that it carries out all the necessary checks on the suitability of people who serve on the school's governing body. All governors have an Enhanced DBS check.

The school has a Single Central Record in place as required by 'Keeping Children Safe in Education' (September 2016).

VISITORS

All visitors to the school will be made aware of the school's procedures and the names of the Senior Designated Lead and deputies.

A 'Safeguarding' booklet for visiting teachers, other visitors and volunteers and a 'Safeguarding & Site Protocol' booklet for contractors are available from the school main Reception. Visitor and Visiting Teacher passes also include the names of the Senior Designated Lead and deputies if they have a concern they wish to raise.

RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. The school is clear about the need to record any concerns held about a child or children within the school, the status of such records and when these records should be passed over to other agencies. Even if the issue appears minor and the child seems happy, it is good practice to make a note of concerns and pass them to the designated person.

Sometimes referrals are made based on a number of what appear, individually, to be minor concerns but which, cumulatively, become significant. Patterns are more likely to emerge where concerns are logged centrally.

A separate central file will set up for each child where there are concerns. Information will be recorded accurately, using clear, concise and straightforward language, differentiating between fact, opinion and judgement, dated and signed. Once there is more than one concerns records will be kept chronologically detailing all relevant contact, conversations and concerns. Paperwork will be filed and updated promptly and reviewed regularly.

All Child Protection records are kept in a locked filing cabinet in a locked room. Access is limited to the Headteacher, the Senior Designated Lead and deputies as well as all other designated persons.

Where it is necessary to transfer records to a different school or institution, registered post will be used and a receipt will be obtained as evidence. It is mandatory to retain original records for 35 years after a student leaves the school or the case is closed. In the case of CLA, information must be retained for 75 years after.

Records requested by the Police, Court, Social Care etc. to be used as evidence for investigations and inquiries, court proceedings or monitoring quality assurance for example, will be copied as originals will be retained by the school.

SUPPORTING PUPILS AT RISK

The school recognises that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way.

This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and whilst this clearly cannot be overlooked, it needs to be handled sensitively.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The school recognises that children living in an environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.

The school will endeavour to support pupils through:

- the curriculum to encourage self-esteem and self-motivation
- the school ethos and Code of Conduct, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- the implementation of a positive Relationships for Learning policy
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays
- regular liaison with other professionals and agencies who support the pupils and their families
- a commitment to develop productive, supportive relationships with parents even under difficult circumstances

SUBSTANCE MISUSE AND CHILD PROTECTION

The discovery that a student is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations when there is evidence or reasonable cause:

- To believe the child's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- To believe the student's drug related behaviour is a result of abusing or endangering pressure or incentives from other, particularly adults
- Where the misuse is suspected of being prompted by serious parent/carer drug misuse

CHILDREN OF SUBSTANCE MISUSING PARENTS/CARERS

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

THE CONTRIBUTION OF THE CURRICULUM

The school will raise awareness of child protection issues through safety education as part of PSHE. As part of developing a healthy, safer lifestyle pupils will be taught to:

- Recognise different risks in different situations and then deciding how to behave responsibly
- Judge what kind of physical contact is acceptable or unacceptable
- Manage risk and make safer choices, including recognising when pressure from others (including people they know) threatens their personal safety and well-being
- Develop effective ways of resisting pressures including knowing when and where to get help
- Develop skills to cope with emergency situations
- Including
- PSHE programme 2017-18 includes the following:
 - Yr 7 – Bullying Protective behaviours mental health, healthy relationships fire safety
 - Yr 8 – Bullying FGM Protective behaviours reminders mental health healthy relationships resilience
 - Yr 9 – Bullying Protective behaviours reminders mental health healthy relationships
 - Yr 10 Extremism and radicalisation Self harm mental health
 - Yr 11 Disrespect no body – healthy relationships mental health
 - E safety is covered in the IT curriculum in years 7-9.

BULLYING

Bullying is deliberately hurtful behaviour and does, therefore, constitute child abuse. The school has an Anti-bullying policy and this complements this Child Protection Policy. A dedicated e-mail address has been set up for students to raise their concerns (worrybox@moultonschool.co.uk)

INTERNET SAFETY IN SCHOOL

The internet at school is accessed through a system which filters out the vast majority of unsuitable sites; the school also uses Impero and Smoothwall which prints the name of any pupil attempting to access an unsuitable site and blocks this. The school has an "Internet Acceptable Use Policy" which is available in the students' planner. Annually, parents and pupils are asked to sign it to acknowledge they have read and understood it.

PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images so we must ensure that we have some safeguards in place. To protect children we will:

- Seek their consent for photographs to be taken or published (for example, our website or in newspapers or publications)
- Seek parental consent
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

ONLINE-SAFETY

Most of our students will use mobile phones and computers at some point. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and e-mails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep students safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

We provide guidance and support with Online safety in the Online safety Policy 2017

This is supported by the Staff, parent and pupil AUP's written in. 2017.

SOCIAL NETWORKING

This is a way of communicating using online sites. It may be between individuals and/or groups. The most common social network sites used by students at present are:

- Facebook
- Blackberry Messenger (BBM) and WhatsApp
- Twitter
- Instagram
- X-Box Live
- iMessage
- Snapchat
- We-chat
- Facetime
- Flipgram
- Flickr
- Tumbler
- You tube

This list may be added to as and when new sites are being used by pupils.

Pupils are not allowed to use their mobiles at school except before registration, at break and lunch time.

Any concerns by members of staff about the improper use of any electronic devices, including mobile phones, by a student should be reported to a member of the Senior Leadership Team who has the authority to access the contents of such device to investigate and follow-up the reported concern.

All staff have been and will be intermittently reminded that their Facebook account must have the highest security settings and that their profile picture must be appropriate. Staff have been and will be intermittently reminded not to accept any previous or current students as 'friends' on their account.

PROCEDURES IF AN ALLEGATION IS MADE AGAINST A MEMBER OF STAFF

There are Agreed Guidelines to be followed if an allegation is made against a member of staff and procedures if concerns relate to the Headteacher.

CHALLENGING AND REPORTING BEHAVIOUR AND PRACTICE BY ADULTS

- Self-report if you think you got it wrong or may be misinterpreted
- Voice your concerns, suspicions or uneasiness as soon as possible
- Pinpoint what practice is concerning you and why
- Don't think "What if I'm wrong?" think "What if I'm right?"
- Any issues should first be raised with the Headteacher or Chair of Governors
- Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors or does not feel that their concerns about a colleague have been taken seriously should contact the Local Authority Designated Officer directly on 01604 367677 or 01604 368431

WHISTLEBLOWING

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Whistleblowing procedures are in place as stated in the Whistleblowing policy (please refer to policy for further details). The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call the 0800 028 0285 helpline available from 08:00am to 08:00pm Monday to Friday or email help@nspcc.org.uk if preferred.

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

At Moulton School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

SAFEGUARDING ALLEGATIONS

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

- Physical Abuse
 - violence, particularly pre-planned
 - forcing others to use drugs or alcohol
- Emotional Abuse
 - blackmail or extortion
 - threats and intimidation
- Sexual Abuse
 - indecent exposure, indecent touching or serious sexual assaults
 - forcing others to watch pornography or take part in sexting
- Sexual Exploitation
 - encouraging other children to attend inappropriate parties
 - photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

PEER ON PEER ABUSE

The school recognises that children are capable of abusing their peers and will ensure that the child protection policy and procedures minimise the risk of peer on peer abuse, how allegations will be investigated and dealt with. The policy reflects the forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up' and how victims will be supported.

Peer on peers abuse can manifest itself in many ways. The school will ensure that sexting and the school's approach to it is reflected in this policy following the advice by the Department of Education on searching, screening and confiscating devices as well as the sexting guidance provided by the Child Exploitation Online Protection Centre (CEOP).

The school will also ensure that this policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse (e.g. girls being sexually touched/assaulted, boys being subject to initiation/hazing type violence).

MINIMISING THE RISK OF SAFEGUARDING CONCERNS TOWARDS PUPILS FROM OTHER STUDENTS

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

WHAT TO DO

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

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

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

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

WORKING WITH PARENTS

Moulton School will undertake appropriate discussion with parents prior to involvements of another agency unless the circumstances preclude this. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care.

We have a duty to inform parents that a referral is being made unless this will place the child at greater risk.

The school will ensure parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus and website.

APPENDIX 1 – ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

SIGNS AND INDICATORS OF ABUSE AND NEGLECT

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

TYPES OF ABUSE AND NEGLECT

PHYSICAL ABUSE

Physical abuse is 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.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens⁷. Babies and disabled children also have a higher risk of suffering physical abuse.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: o bruises or cuts; o burns or scalds; or o bite marks.

⁷ Brandon et al., Building on the learning from Serious Case Reviews: A two year analysis of child protection database notifications 2007-2009, Department for Education, 2010; <https://www.gov.uk/government/publications/building-on-the-learning-from-serious-case-reviews-a-2-year-analysis-of-child-protection-database-notifications-2007-to-2009>

EMOTIONAL ABUSE

Emotional abuse is 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.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

SEXUAL ABUSE AND EXPLOITATION

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.

Many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

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

Some of the following signs may be indicators of sexual exploitation:

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

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), protect a child from physical or 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.

It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action⁸. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care⁹; and
- Parents who fail to seek medical treatment when their children are ill or are injured¹⁰.

SPECIFIC SAFEGUARDING ISSUES

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.

⁸ Brandon, Glaser, Maguire, McCroy, Lushey and Ward, Missed opportunities indicators of neglect – what is ignored, why and what can be done, Department for Education, 2014; <https://www.gov.uk/government/publications/indicators-of-neglect-missed-opportunities>

⁹ Powell, C. (2003) Early Indicators of Child Abuse and Neglect: A Multi-Professional Delphi Study, Child Abuse Review, 12,1, pp. 25-41

¹⁰ Ibid

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 registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission¹¹ for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority¹².

Where a parent notifies a school that a pupil will live at another address, all schools are required¹³ to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address¹⁴.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record¹⁵ in the admission register¹⁶:

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

Schools are required¹⁷ to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended,¹⁸ as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

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

¹¹ or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the school is not within walking distance of the pupil's home and no suitable arrangements have been made by the local authority either for their transport to and from the school or for boarding accommodation for them at or near the school or for enabling them to become a registered pupil at a school nearer their home.

¹² In default of such agreement, at intervals determined by the Secretary of State.

¹³ Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹⁴ Where schools can reasonably obtain this information

¹⁵ Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹⁶ Where schools can reasonably obtain this information.

¹⁷ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

¹⁸ Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide¹⁹ the local authority with:

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

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

It is essential that schools comply with these duties, 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 at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice Enrolment of 14 to 16 year olds in full time further education. The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

HONOUR BASED VIOLENCE

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV (see guidance on the warning signs that FGM or forced marriage may be about to take place or may have already taken place)

If staff at the school have a concern regarding a child that may be a risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach.

¹⁹ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

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. FGM is practised predominantly in North African countries, the Middle East and Asia. Schools should be particularly alert in London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes where there are large communities of people from these countries. However, FGM can occur anywhere in the UK.

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.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out²⁰. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced marriage

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

²⁰ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

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 extremism²¹. 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 settings. 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. 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.

Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) 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 regard"²² to the need to prevent people from being drawn into terrorism"²³. 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.

- 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 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 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 the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- 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 staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department 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.

²¹ 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.

²² 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.

²³ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

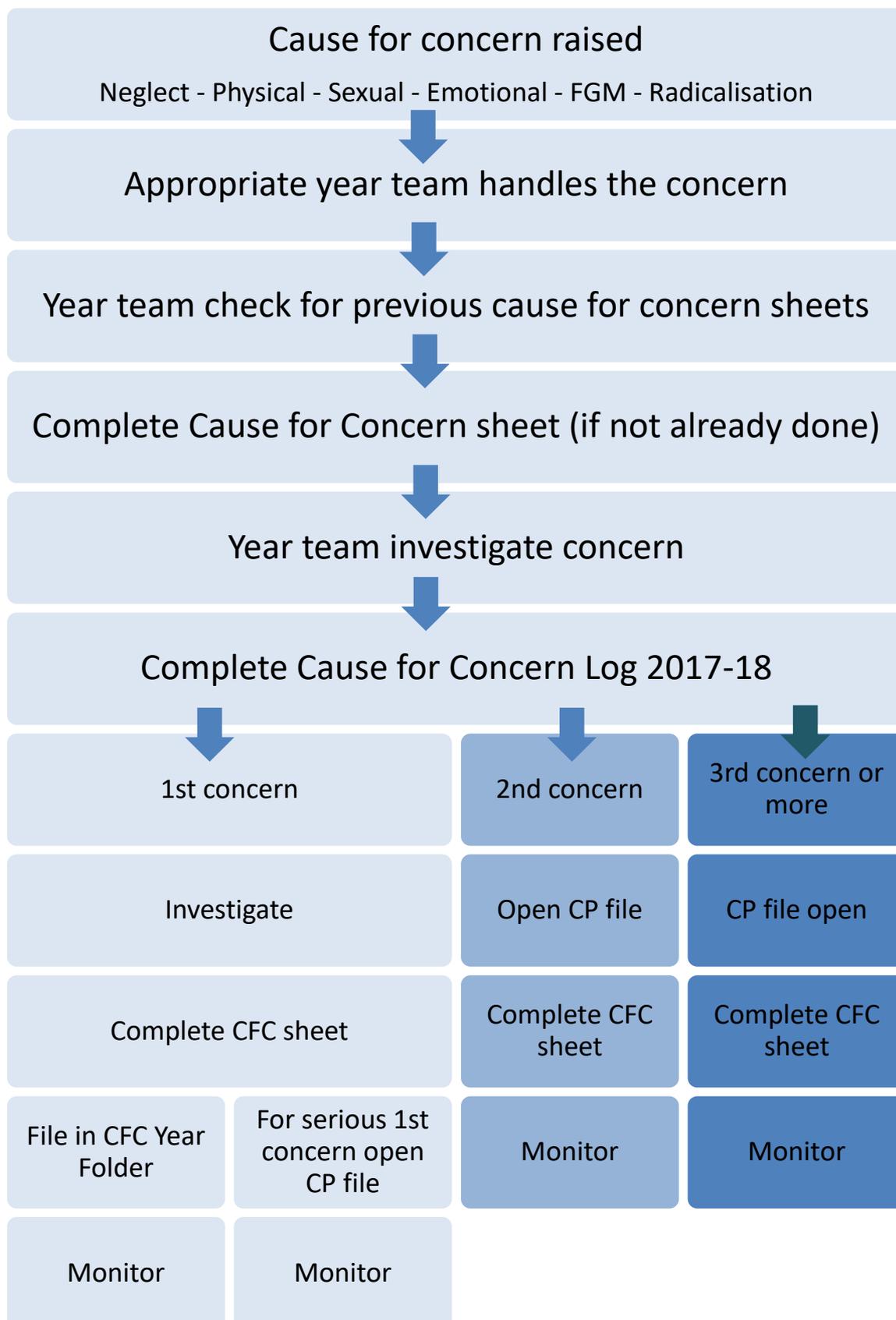
School staff should understand when it is appropriate to make a referral to the Channel programme.²⁴ Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make 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. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

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 panels²⁵.

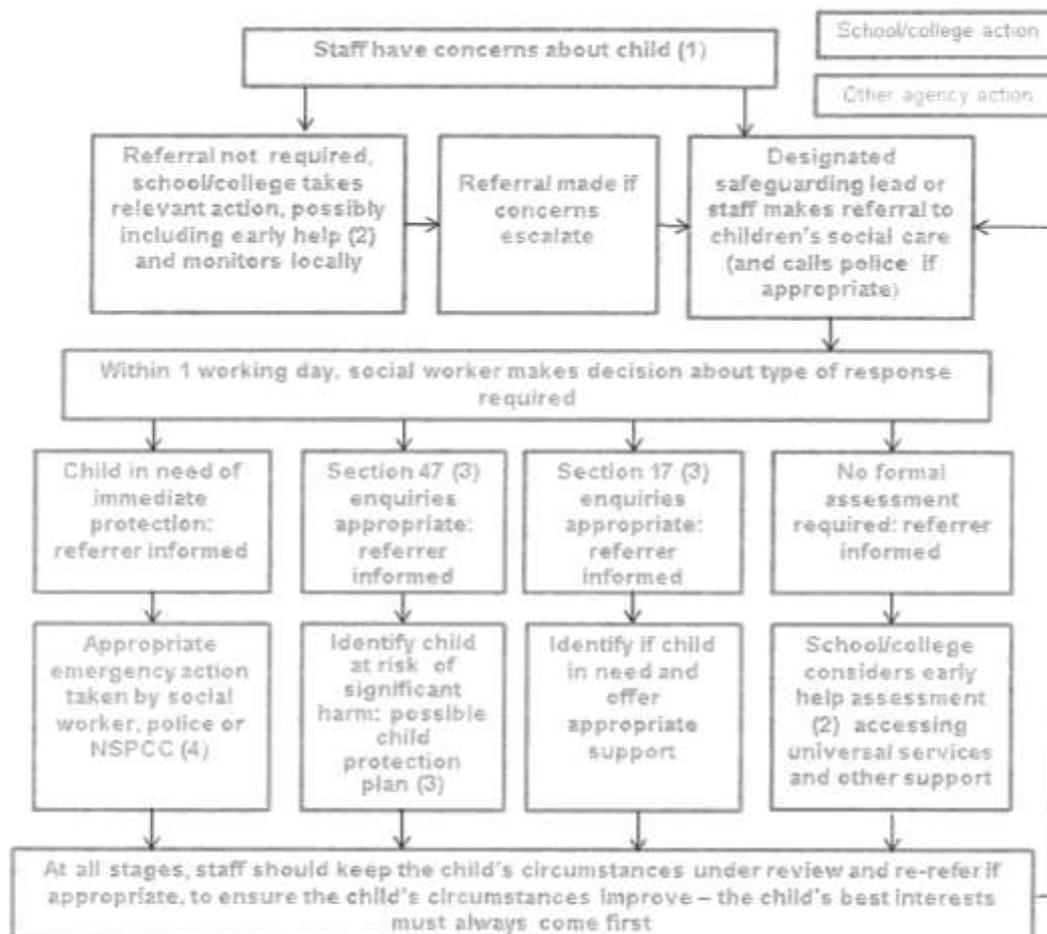
²⁴ Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

²⁵ 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 2 – CAUSE FOR CONCERN



Extract from Keeping Children Safe in Education (September 2016)

Actions where there are concerns about a child

- In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
- Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
- Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
- This could include applying for an Emergency Protection Order (EPO).