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Local Safeguarding
Children Board

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Introduction

Barton St Peter's recognises its responsibilities for safeguarding, child protection and promoting the welfare of children. This policy applies to all governors, staff, visitors and parents. This policy has been developed in accordance with the requirements identified in 'Keeping Children Safe in Education 2016' <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (See Appendix 1).

This includes guidance on:

- child sexual exploitation (CSE)
- female genital mutilation (FGM) so called Honour violence
- forced marriage (FM) so called Honour violence
- anti-radicalisation and the Prevent strategy
- children missing in education (CME)

Barton St Peter's will fulfil its local and national responsibilities and have due regard to the following documents:-

1. DfE 'Keeping Children Safe in Education', Sept 2016
2. DfE 'Working Together to Safeguard Children', March 2015
(Please see appendix 10 for other relevant documents)

PREVENTION

Barton St Peter's will establish an ethos where:

- Children feel secure in a safe environment in which they can learn and develop
- Children know that there are adults in the school whom they can approach if worried or in difficulty.
- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with 'respectful uncertainty' as part of their shared responsibility to safeguard children 'Think the unthinkable' Keeping Children Safe in Education, July 2016.
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum.
- Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach.
- It works in accordance with Working Together to Safeguard Children 2015' and supports the North Lincolnshire Local Safeguarding Children Board (LSCB) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the

child' and the child's lived experience as evidenced by observations or information provided the multi- agency forum.

- All students have a right to be protected, respected, valued and to be heard. This will be achieved by:
 - The identification of students at risk of suffering significant harm, exploitation or extremism
 - Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation
 - Raising awareness of all staff through effective communication and training
 - The referral of all disclosures to the appropriate agencies
 - Addressing concerns at the earliest possible stage using Early Help procedures
 - Working in partnership with the Local Safeguarding Children Board (LSCB)

1.1 Policy Statement

We recognise that because of the day to day contact with children, academy/school staff are well placed to observe the outward signs of abuse, neglect, victimisation and exploitation. We will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by North Lincolnshire Local Safeguarding Children Board (LSCB) and guidance issued by the Department for Education to:

- Ensure we have a nominated Senior Leadership Team member responsible for Safeguarding.
- Ensure every member of staff (including temporary, supply and volunteers) and members of the governing body; know the name and understand the role of the designated senior person responsible for Safeguarding.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for Safeguarding.
- Ensure that parents have an understanding of the responsibility placed on the Academy/School staff for Safeguarding by setting out their obligations by updating and publishing our policy on the school website annually.
- Notify the allocated social worker immediately if there is an unexpected absence of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Follow procedures where an allegation is made against a member of Academy/School staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure **EARLY HELP Process** is available to support children who need additional support (the Early Help Strategy can be accessed at www.northlincs.gov.uk/LSCB). We will identify learners who require this extra level of support in our school, these are vulnerable children who we will monitor

to support their development whilst not at risk of immediate danger or significant risk of harm. This includes the additional barriers that exist when recognising abuse of pupils with SEN-D.

Barton St Peter's recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. We may be the only stable, secure and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the curriculum.
- Our ethos.
- Our behaviour policy, which is aimed at supporting vulnerable pupils.
- Ensuring that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAMHS), Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil subject to a child protection plan, child in need or early help leaves, their information is securely transferred to the new School/Academy immediately and that the child's social worker is informed.
- We use internal and external exclusions only as a last resort for students deemed as vulnerable or at risk.
- We will seek information on pupils who have moved into the school from another area.
- We recognise that children with SEN and disabilities are more likely to be abused or neglected and we will monitor these young people to keep them safe.

1.1.1 Related Issues

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as pupil health and safety, bullying and a range of other issues. For example, arrangements for meeting the medical needs of children, providing first aid, building security, drugs and substance misuse, positive behaviour, etc. There may also be other safeguarding issues that are specific to the local area or population that need to be identified in partnership with the Local Authority e.g. gang membership and the safeguarding of vulnerable adults. **Barton St Peter's** has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other safeguarding issues

- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- 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)
- Hate
- Mental health
- Missing children and adult strategy
- Private fostering
- Preventing radicalisation

- Relationship abuse
- Sexting
- Trafficking

1.2 Responsibilities: Governors

1.2.1 The governors will oversee and keep under review the Schools/Academy Child Protection and Safeguarding policy and ensure they:

- Have robust Safeguarding procedures in place.
- Operate safer recruitment procedures and ensures appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR).
- Have procedures for dealing with allegations of abuse against any member of staff or adult on site.
- Appoint a member of staff from the School/Academy leadership team (SLT) to the role of designated safeguarding lead with a clear job description outlining this role.
- Always have cover for the designated safeguarding lead.
- Provide a broad and balanced curriculum with children been taught about safeguarding, including on-line, through teaching and learning opportunities.
- Have appropriate filters and monitoring systems in place to proactively monitor internet use particularly for vulnerable pupils.
- Take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.
- Governing Body will nominate a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Head teacher
- Carries out an annual review of the Safeguarding policy and procedures.
- Carry out an Annual Safeguarding Audit sharing this with the LSCB/Safeguarding in Schools team.
- Ensure that the School/Academy contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2015'.
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Governing bodies should utilise the experience and expertise of their staff when shaping safeguarding policies.

1.2.2 All adults working in our School/Academy (including visiting staff, volunteers and pupils on placement) are required to report instances of actual or suspected child abuse or neglect (as defined in the latest DfE 'Keeping Children Safe' 2016 guidance) to the Designated Senior Lead with responsibility for child protection.

The Designated Senior Lead for Safeguarding is: Miss Adeline Brack

The Deputy Designated Lead for Safeguarding is: Miss Emma Sandon

1.2.3 The Head Teacher/Principal will:

- Be responsible for the implementation of the policy and procedures and ensuring that the outcomes are monitored.
- Ensure that all staff, governors, parents and students are aware of the policy and procedures in place.
- Select/appoint two Designated Safeguarding Leads (DSLs) - the DSL and Deputy DSL. Consideration should be given by the Head Teacher/Principal to the range of other responsibilities that the DSL

undertakes. The DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and to be able to give time to lengthy meetings or case conferences.

- Ensure that details of the DSL and Deputy DSL are clearly displayed in staff areas and any staff handbook.
- Determine an appropriate training programme in consultation with the Designated Safeguarding Lead (DSL) reflecting the requirements of Keeping Children Safe in Education 2016

1.2.4 The Designated Safeguarding Lead (DSL) is responsible for:

- Ensuring that all cases of suspected or actual concerns associated with child protection are referred to the appropriate agencies.
- DSL will have level 3 training on Safeguarding and Child protection every 2 years and at least annual updates.
- Being aware of the latest national and local guidance and requirements and keeping the staff informed as appropriate.
- Ensuring that effective communication and liaison takes place between the School/Academy and the Local Authority, and any other relevant agencies, where there is a safeguarding concern in relation to a student.
- Ensuring that all staff have an understanding of child abuse, neglect and exploitation and their main indicators. This will include training for all staff at least annually.
- Dealing with allegations of abuse in accordance with local procedures.
- Ensuring that appropriate training for staff is organised according to the agreed programme. This training must now be 'at least annually' (with regular updates as necessary).
- Ensuring that adequate reporting and recording systems are in place; and

The Designated and Deputy Safeguarding Lead will meet regularly to discuss safeguarding issues including:

1. LAC (looked after children)
2. CIN/CP (Child in need/Child Protection)
3. Early Help
4. Medical issues
5. Persistent Absence
6. Police reports
7. Substance misuse
8. Local and national issues such as FGM (Female Genital Mutilation), extremism, CSE (Child sexual exploitation) , CME (Children missing Education) and FM (Forced Marriage)
9. SEND children

1.2.5 All staff, including supply teachers and other visiting staff (e.g. School nurses) and those supporting educational visits will be informed of the Designated Safeguarding Lead (DSLs) name, the named Deputy, and the Schools/Academy's policy for the protection of children:

- During their first induction to the School /Academy
- Whole staff training or briefing meetings

All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, to the Designated Safeguarding Lead (DSL) or named deputy. If in any doubt, staff should consult with the Designated Safeguarding Lead (DSL).

2. Allegations of Abuse

2.1 When a member of staff suspects that any student may have been subject to abuse, or a student has suggested that abuse has taken place either to themselves or another student, the allegation must be

reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL, if the DSL is off site.- unless it relates to these people

2.2 The DSL (or Deputy DSL if the DSL is off site) will ensure the allegation is acted on within the school day (including extended hours).

2.3 The DSL will ensure that the Head Teacher/Principal and Deputy DSL are informed of all allegations and how they are dealt with.

2.4 The DSL will deal with the allegation in accordance with locally agreed LSCB procedures.

2.5 The DSL will be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.

3. Allegations against Staff - Reporting Procedures

3.1 We will manage cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

We will follow guidance in Keeping Children Safe in education 2016 p. 40-50 and LSCB guidance see LSCB procedures Managing Allegation against Staff.

3.2 We have a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

3.3 The procedures for dealing with allegation will be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authorities children's services. In these cases we will link to the LSCB procedures.

To access the full procedures visit www.northlincspsc.co.uk

4. Training

The School/Academy also has a commitment to training annually in house and to multi agency training run through the LSCB or Local Authority.

- Time will be given to enable this commitment to be met.
- The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant level 3 training at least every two years with updates at least annually.
- All staff, governors and volunteers new to the School/Academy will be given appropriate Safeguarding training as part of their induction programme to the School/Academy.
- All School/Academy staff and Governors will undertake training annually as organised by the DSL.

- Newly recruited staff have safeguarding and child protection training as part of their induction and will receive School/Academy specific training including being made aware of local risk factors for extremism.
- The DSL will attend Prevent training (WRAP) as provided by the Home Office and Local Authority.
- Appropriate members of senior leadership teams and Governors are required to complete Safer Recruitment Training in order that one panel member on every selection panel is trained in 'Safer Recruitment'. Online training can be obtained from the NSPCC <http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course> or through the LSCB website.

5. Safe Staff Recruitment

It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Governing bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in KCSIE 2016.

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once.

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

Regulated activity includes:

a) Teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,

b) Work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

c) Relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Please refer to the **Safer Recruitment Specific Guidance and KCSIE 2016**

6. Safeguarding Pupils who are Vulnerable to Extremism; the Prevent Duty

Barton St Peter's follow statutory guidance as set out in Appendix Six on the responsibility to dispense the Prevent Duty.

Through our ethos, values and behaviour policy, the School/Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

6.1 We are aware there have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people, to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. Whilst it remains rare for children and young people to become involved in terrorist activity, we recognise young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

We value inclusion, tolerance, the freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning healthy communities in which the School/Academy is based. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is subject to treating others with respect, understanding differences, equality, human rights, community safety and community cohesion.

The School/Academy is committed to working with the local authority and other local partners, families and communities to play a key role in ensuring young people and our communities are safe from the threat of terrorism.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 6 under Prevent Duty Guidance from the DfE.

We seek to protect children and young people against the messages of all extremism including, but not restricted to, those linked to Daesh (ISIS), Far Right/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

6.2 Risk Reduction

The Designated Safeguarding Lead will assess the level of risk within the School/Academy and put actions in place to reduce that risk. Actions will include consideration of the school's RE curriculum, PSHE curriculum, SEND policy, assembly content. Risk assessment will include the use of school premises by external agencies, integration of pupils by gender and SEND, anti-bullying policy and other issues specific to the School/Academy's profile, community and ethos.

Risk Assessment Proforma can be found in APPENDIX 7.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist/radical ideology. As with managing other safeguarding risks, all staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may

display different signs or seek to hide their views. Staff are advised to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

The School/Academy recognises that the Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they must take action when they observe behaviour of concern. Some of the indicators School/ Academy staff look out for include:

- **Vulnerability:** identity crisis, personal crisis, migration, unmet aspirations and history of criminality
- **Access to extremist influences:** through friendship groups, internet activity, activities abroad i.e. military camps, child vocalising support of illegal or extremist/militant groups
- **Experiences and influences:** social rejection, personal impact from civil unrest and wide spread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews, verbal or written evidence of support for terrorist activities
- **Travel:** pattern of travel, regular extended travel, evidence of falsifying identity documents, consideration of unexplained absences
- **Social factors:** disadvantaged background, lack of empathy and/or affinity with others, severe learning difficulties or mental health, is the child a foreign national or refugee, experience of trauma or sectarian conflict, extremist views of a significant other.

6.3 Response

The School/Academy will identify a Prevent Single Point of Contact (SPOC) who will be the lead within the School/Academy for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The responsibilities of the SPOC are described in APPENDIX 8.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and/or the Designated Safeguarding Lead (if this is not the same person) and record the concerns.

If there is a concern that a young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern.

In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local channel panel for screening and assessment.

More information on Channel Programme is available via:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues. To access the full procedures visit www.northlincspsc.co.uk.

6.4. Training

The School/Academy will ensure that the DSL and SPOC (if different) will complete a local Workshop to Raise Awareness of Prevent (WRAP) and that this training will be cascaded to staff as part of the annual CPD training programme, this will be the responsibility of the DSL/SPOC.

7. Safeguarding Pupils who are Vulnerable to Exploitation, Child Sexual Exploitation, Forced Marriage, Female Genital Mutilation, or Trafficking

Through our ethos, values and behaviour policy, the School/Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The ethos of healthy open relationships, inclusion and treating everyone equally permeates all we do. We place a strong emphasis on our values such as self-respect, building a sense of personal identity, tolerance and the value of a human life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions through our approach.

We are equipping our students and pupils to consider their responsibilities and see themselves as active participants and champions of the transformation of attitudes and therefore communities.

The Academy keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice and resources from the LSCB

- What is human trafficking?
- Healthy relationships and grooming
- Online safety
- Staff training on child trafficking
- Assembly resources on vulnerable communities

Through the use of these resources and others, our staff are supported to recognise warning signs and symptoms in relation to specific issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary from the Local Authority and national specialist organisations. Staff are available for advice and links to relevant support with dealing with a potential trafficking situation if needed.

<https://www.stophetraffik.org/>

Additional guidance on Forced Marriage can be found in APPENDIX 3

Additional guidance on FGM can be found in APPENDIX 4

Specific guidance on Child Sexual Exploitation (CSE) can be found in APPENDIX 5

7.1 Procedure for Students Identified as being 'at risk'

Where risk factors are present but there is no evidence of a particular risk then our DSL/SPOC advises us on preventative work that can be done within school to engage the students into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible):

- The DSL/SPOC can decide to notify the Single Access Point of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The School/Academy will review the situation after taking appropriate action to address the concerns.

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to Social Services by contacting the Single Access Point (SAP).

If the concerns about the student are significant and meet the additional/complex needs criteria of the Local Authority, he/she will be referred to the (SAP). This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

All staff are aware that if they discover (through disclosure by the victim) or that FGM appears to have been carried out on a girl under 18, they are under a legal obligation to personally report to the police a disclosure that FGM has been carried out as well as informing the DSL immediately.

8. Children Missing in Education

We believe all students, regardless of their circumstances or background are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs or disability.

8.1 We operate a stringent attendance tracking system that is overseen by a member of the leadership team. The tracking and use of effective attendance management strategies enables us to ensure every child is accounted for.

8.2 We undertake to support and challenge both persistent absence and provide early intervention for emerging needs with the use of the early help assessment framework and report on such children on a timely basis to the Virtual School, including those children and young people who are not receiving a full time education within the school.

8.3 The School/Academy will only authorise leave of absence in exceptional circumstances. It is for Head Teacher/Principal to determine the length of time that the child can be away from the School/Academy as authorised leave.

8.4 We recognises that some children seeking leave of absence, are vulnerable to risk of abuse, neglect or travelling to conflict zones, or at risk of FGM or forced marriage. The DSL will, as soon as a concern is established, alert the Local Authority through an immediate referral to the Duty team of Children's Social Care.

8.5 All staff are alert to these triggers and the School/Academy works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff. Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on a regular basis.

8.6 Pupil/student absence will be followed up on a daily basis as a matter of priority and all registers kept up to date daily with the appropriate DfE recognised attendance/absence marks. All absences are followed up with parents with a clear escalation process where concerns emerge or remain.

Through the Children Missing in Education procedures, the Local Authority has a statutory duty to identify children who are not registered pupils at a school and are not receiving a suitable education other than at a school. The overall aim is for all children and young people in North Lincolnshire to have the opportunity to fulfil their potential through access to education. The purpose of the section 436A of the Education Act 1996 is to ensure that local authorities' arrangements enable them to establish the identities of children in their area who are not registered pupils at a school, and are not receiving suitable education other than at

a school (eg. privately or in alternative provision). Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision. **This duty only relates to children of compulsory school age.** It is expected therefore that through these procedures, schools/academies will work in conjunction with the local authority by ensuring:

- That all pupils who go missing from schools in the North Lincolnshire area and move to other areas are speedily located and children are adequately safeguarded in the process.
- All departments, services and agencies will work together and share information regarding children who may be missing education – this includes all schools/academies
- Support is given to other local authorities to locate their own missing pupils
- The local authority encourages all independent and non-maintained schools to notify them when children of compulsory school age leave their roll, and of their destination wherever possible.

The admissions register at the School/Academy is kept up to date and the Local Authority is informed of all pupils/children who are removed from the Academy roll when 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 will be informed as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the roll.

No student will be removed from a School/Academy roll until all safeguarding checks have been completed or the whereabouts of a pupil/student have been established.

8.7 Links with Virtual School Head and the Schools/Academy designated teacher for pupils who are LAC (Please see appendix 11)

9. E-Safety

Our E-safety policy can be found on our policy resource page. This policy sets out specific measures that ensure children in the School/Academy are safe from terrorist or extremist material via online platforms alongside other measures to minimise risk to the welfare of children due to other safeguarding threats.

9.1 Sexting in schools and colleges: responding to incidents and safeguarding young people

What does this advice cover?

This advice covers:

- Responding to disclosures
- Handling devices and imagery
- Risk assessing situations
- Involving other agencies, including escalation to the police and children's social care
- Recording incidents

- Involving parents
- Preventative education

More information can be found at

<http://www.safeguardingschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf>

10. Confidentiality and Record Keeping

10.1 Staff have the professional responsibility to share relevant information about the protection of children with the DSL and Head Teacher/Principal and potentially external investigating agencies under the guidance of the Designated Safeguarding Lead (DSL).

10.2 If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively that he/she has a responsibility to refer the matter to the Designated Safeguarding Lead (DSL) for the student's welfare. At the same time, the student should be reassured that the matter will be only be disclosed to the Designated Safeguarding Lead (DSL), who will then decide on appropriate action.

10.3 Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual pupils. If a teacher or any other staff have a child protection concern, they should inform the Head Teacher/Principal or DSL as soon as possible. These will be kept on the student's Child Protection file.

10.4 Child Protection records must be kept secure and arrangements in the School/Academy must comply with the Data Protection Policy. The DSL will ensure that all Child Protection records are kept separately from pupil records and stored securely, by encryption and/or password protecting electronic files, or ensuring that paper records are in a locked cabinet with restricted access. Information from child protection files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation.

10.5 Upon receipt of any request regarding direct access to School/Academy documentation on a Child Protection file, the Head Teacher/Principal and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.

In the event of a student who is being dealt with under the School/Academy's child protection procedures transferring to another school, the School/Academy will:

- Find out the name of the receiving school (and, where appropriate the Local Authority)
- Contact the relevant member of staff at that school to discuss the transfer
- Securely send all information relating to the student to the receiving school (and where relevant the Local Authority)
- Check with the receiving school that the student has actually arrived there on the expected day; and inform all relevant agencies of the transfer.

10.6 Any external individual or organisation contracted by the School/Academy to work with School/Academy students must report any child protection incidents or disclosures from students to the Head Teacher/Principal or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the School/Academy, be required to work in accordance with the School/Academies child protection and safeguarding policy.

11. Working with Parents

- Parents play an important role in protecting their children from abuse. The School/Academy is required to consider the safety of the student and should a concern arise the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents;
- The School/Academy will work with parents to support the needs of their child;
- The School/Academy aims to help parents understand that the School/Academy has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.

12. Diversity

- Peer on Peer abuse will not be tolerated or passed off as banter or part of growing up.
- ‘We will treat everyone at fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy’.
- Tackling discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation.
- Advancing equality of opportunity.
- Creating good relations between different groups (Please see Equality and Diversity Policy).

13. Monitoring and Review

a. The Designated Safeguarding Lead (DSL) will monitor the working of this policy and will report as required to the Head Teacher/Principal/Governing Body.

b. The Head Teacher/Principal will report on Safeguarding termly to the Governors through completion of Key Performance Indicators (Attendance, Early Helps, Exclusions, LAC, Pupil Premium, Bullying, Referrals)

c. The School/Academy will actively evaluate the effectiveness of this policy by monitoring the School/Academy’s staff understanding and application of the procedures within this policy as their overall duty to safeguard pupils and students. School/Academy will undertake a yearly audit to assure that safeguarding systems and processes are working effectively. This audit will be returned to the Local Authority.

Appendix 1

DfE Guidance and Safeguarding Students and Pupils - Staff Guidance

Click [HERE](#) for Keeping children Safe in education 2016

A. Types of Child Abuse:

Child abuse exists where children have been physically, sexually or emotionally abused or severely neglected. Abuse of children is likely to be noticed by the School/Academy staff and Health Workers or Education Welfare Officers. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

This School/Academy has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by the School/Academy.

In the event of an actual or suspected case of child abuse by adults, parents, teachers or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as soon as possible. The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency involved. The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority, and may call on appropriate members of staff for reports. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Staff leading School/Academy off-site visits, particularly residential ones, should provide a list of those students taking part to the Designated Safeguarding Lead (DSL) to ensure that they are made aware of all essential information relating to the students in their care.

A confidential register will be maintained of all those students known to be at risk. Names will be entered on the register if it is confirmed by the Local Authority that the child is actually at risk.

B. Guidance for all Staff on Dealing with Disclosure / Suspected Abuse / Neglect

I. Dealing with disclosures of abuse:

- Always listen carefully and quietly – do not press for any evidence at all.
- Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern.
- Do not refute the allegation.
- Show that you care through open and reassuring facial and body language.
- Do not interrogate or ask leading questions (it could later undermine a case). Use of the TED questions; Tell me, Explain, Describe are ok.
- Ensure you take a written verbatim account of the child's disclosure using the appropriate Disclosure Form.

II. At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them.
- Do not promise to keep the allegation secret or that 'everything will be alright'.
- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance.
- Do not admonish in any way e.g. 'I wish you had told me sooner'.
- Inform the DSL initially verbally.
- Under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL.

- If the child agrees, take them with you to the DSL.
- With the DSL, prepare a detailed report itemising:
 - the information revealed by the student with absolutely no **opinion**.
 - actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the School/Academy.
 - date and sign any written record of events and action taken and keep confidential and secure.
 - you must keep, in absolute confidence, a copy of the report, as will the DSL.
 - The DSL keeps Child Protection records centrally and securely, and are not kept in the child's file.
 - All staff are under a duty to report all suspicions of abuse to the DSL.
 - The DSL is responsible for passing on these concerns to Children's Services.
 - Accurate records are essential in the event of further investigations.

III. If you see or hear something that concerns you:

- Don't ignore it.
- Write up on the School/Academy chronology sheet and seek advice immediately from your DSL
- Don't feel silly – if it worries you, someone else needs to know.
- If it is something related to safeguarding, but not a child whose safety is immediately at risk – inform the appropriate Pastoral Leader.
- If it is related to a child being at risk – see the DSL, or Deputy DSL immediately and definitely before the child goes home that day.
- All staff may raise concerns directly with Children's Services, if they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff.
- Concerns about adults in the School/Academy should be made directly to the Head Teacher/Principal.

Child Protection Procedures – Points of Action

1. Discovery or Suspicion of Child Abuse

Inform the DSL. The DSL will, in the appropriate manner and according to procedures, assess the situation.

2. The DSL will, if appropriate, take the following steps:

- Where it is clear that a Child Protection Referral (significant harm) is needed, contact Social Services without delay.
- Where the DSL is not sure whether it is a Child Protection issue, or where the DSL needs to check the Child Protection register, they may seek advice from the single access point on 01724 296500.
- Follow locally agreed protocols which can be found on the LSCB website.

3. The DSL will attend a Child Protection Conference

We recognise the importance of multi-agency working and will ensure that staff, including the DSL, are able to attend all relevant meetings, case conferences, core groups and strategy meetings.

Appendix 2

Additional Information on Child Abuse Categories of Abuse

The definitions should reflect the ones on the Early Help Safeguarding Strategy and include physical abuse, FGM, Forced Marriage, Prevent and CSE, these are standard so could be cut and pasted. It would also be helpful to link to the Early Help Safeguarding Strategy

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploring or 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 to frequently feel frightened or in danger, exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic or 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.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Training will be provided to all staff on the 'signs of abuse'.

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour.
- Extreme anger or sadness.
- Aggressive and attention-seeking behaviour.
- Suspicious bruises with unsatisfactory explanations.
- Lack of self-esteem.
- Self-injury.

- Depression.
- Age inappropriate sexual behaviour.
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- must be regarded as indicators of the possibility of significant harm
- justifies the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- may require consultation with and/or referral to the Single Access Point (SAP)

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- appear frightened of the parent/s carer
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups) The parent or carer may:
 - persistently avoid child health promotion services and treatment of the child's episodic illnesses
 - have unrealistic expectations of the child frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
 - be absent or misusing substances
 - persistently refuse to allow access on home visits
 - be involved in domestic abuse.
- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, handprints or a hairbrush.

- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements. Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent with the fracture type
- there are associated old fractures
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- there is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.

- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scape-goated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” – difficulty relating to others.

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of sexual abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age. Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual Abuse by Young People –Peer on Peer abuse

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism and sexual abuse against adults, peers or children.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate sexual behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset,

confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity including any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience.
 - Knowledge of society’s standards for what is being proposed.
 - Awareness of potential consequences and alternatives.
 - Assumption that agreements or disagreements will be respected equally.
 - Voluntary decision.
 - Mental competence.
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive period.

Appendix 3

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India & Bangladesh (approx. 60% of the cases) together with a percentage of cases of children origination from the Middle-East and African countries.

A signal of FM is the removal of the students from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Local Police Safeguarding Unit email or by phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.

Appendix 4

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

It is the responsibility of an individual staff member to report FGM if they discover it (through disclosure not physical examination) to the police. They may discuss it with the DSL for advice but it is their duty to report it.

The Home Office have published some procedural information on the mandatory duty to inform police, which can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf

Multi –agency statutory guidance on female genital mutilation can be found at:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

What is FGM?

Female Genital mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs whether for cultural or for non-medical reasons.

Types of FGM

The World Health Organisation (WHO) classified FGM into four broad categories in 1995 and again in 2007.

Four categories and types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage.
- Preserves a girl's virginity.
- Part of being a woman/rite of passage.
- Upholds family honour.
- Cleanses and purifies the girl.
- Gives a sense of belonging to the community.
- Fulfils a religious requirement.
- Perpetuates a custom/tradition.
- Helps girls be clean/hygienic.
- Mistakenly believed to make childbirth easier.

The Home Office have also developed an FGM information sheet to raise awareness about the law. This is also available on their website in different languages:
<https://www.gov.uk/government/publications/statement-opposing-female-genital-mutilation>

Further guidance and information is available from **NSPCC FGM Helpline**
contact days and times: 24 hours
Tel: 0800 028 3550
Email: fgmhelp@nspcc.org.uk

FORWARD (Foundation for Women's Health Research and Development)

A leading national organisation working on FGM

Tel: 020 8960 4000

Website: <http://www.forwarduk.org.uk/>

Indicators that may point to FGM happening:

- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.
- Child's family being from one of the high prevalence countries for FGM.
- The following countries are considered 'high risk' Guinea, Djibouti, Sierra Leone, Mali, Egypt, Sudan, Eritrea, Burkina Faso, Gambia, Ethiopia in Africa. As well as areas of the Middle East such as Iraq and Yemen and in some countries in Asia like Indonesia. Evidence also suggests that FGM exists in places including Colombia, India, Malaysia, Oman, Saudi Arabia and the United Arab Emirates.
- Knowledge that the child's sibling has undergone FGM.
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

The 'One Chance' rule. As with Forced Marriage, there is the 'One Chance' rule. It is essential that Schools/Academies take action **without delay**.

Appendix 5

Child sexual exploitation

DfE Publication 16th February 2017

Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation

Advice for all practitioners who work with children

What is child sexual exploitation?

Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender,

sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator.

Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse.

If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

How common is child sexual exploitation?

The signs and indicators of all forms of abuse can be difficult to detect and child sexual exploitation is no exception. A variety of factors can make it difficult to accurately assess how prevalent child sexual exploitation is. Many children who are sexually exploited may have been victims of other forms of abuse; the grooming methods that may be used can mean that children who are sexually exploited do not always recognise they are being abused, which can also affect detection rates. What is clear is that child sexual exploitation can occur in all communities and amongst all social groups and can affect girls and boys. All practitioners should work on the basis that it is happening in their area.

Who is vulnerable to child sexual exploitation?

Any child, in any community: Child sexual exploitation is occurring across the country but is often hidden so prevalence data is hard to ascertain. However, areas proactively looking for child sexual exploitation are uncovering a problem. All practitioners should be open to the possibility that the children they work with might be affected.

Age: Children aged 12-15 years of age are most at risk of child sexual exploitation although victims as young as 8 have been identified, particularly in relation to online concerns. Equally, those aged 16 or above can also experience child sexual exploitation, and it is important that such abuse is not overlooked due to assumed capacity to consent. Account should be taken of heightened risks amongst this age group, particularly those without adequate economic or systemic support.

Gender: Though child sexual exploitation may be most frequently observed amongst young females, boys are also at risk. Practitioners should be alert to the fact that boys may be less likely than females to disclose experiences of child sexual exploitation and less likely to have these identified by others.

Ethnicity: Child sexual exploitation affects all ethnic groups.

Heightened vulnerability factors: *Working Together* makes clear the requirements for holistic assessment. Sexual exploitation is often linked to other issues in the life of a child or young person, or in the wider community context. Practitioners should be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case, particularly in relation to online abuse). Child sexual exploitation may be linked to other crimes and practitioners should be mindful that a child who may present as being involved in criminal activity is actually being exploited.

Practitioners should not rely on 'checklists' alone but should make a holistic assessment of vulnerability, examining risk and protective factors as set out in the statutory guidance *Working Together*.

Appendix 6

Prevent Duty for Schools

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

From 1 July 2015 all schools must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers. They are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers to think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

Understanding and Recognising Risks and Vulnerabilities of Radicalisation

Principles

A **child** is defined in the *Children Acts* 1989 and 2004 as anyone who has not yet reached their 18th birthday.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **significant harm**. Children and young people are vulnerable to exposure to, or involvement with, groups or individuals who advocate violence as a means to a political or ideological end. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right, internal terrorist and international terrorist organisations;

Most individuals, even those who hold radical views, do not become involved in extremism. Numerous factors can contribute to and influence the range of behaviours that are defined as extremism. It is important to consider these factors in order to develop an understanding of the issue. It is also necessary to understand those factors that build resilience and protect individuals from engaging in extremist activity.

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation are the same as those you are already familiar with:

- ☒ family tensions
- ☒ sense of isolation
- ☒ migration
- ☒ distance from cultural heritage
- ☒ experience of racism or discrimination

☒ feeling of failure etc.

☒ being excluded from social and peer networks

Those in the process of being radicalised may:

☒ become involved with a new group of friends

☒ be searching for answers to questions about identity, faith and belonging

☒ possess extremist literature or advocate violence actions

☒ change their behaviour and language

☒ seek to recruit others to an extremist ideology.

It is important to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those you are already familiar with alcohol or drug abuse, family break down, domestic abuse, bullying etc or even something more minor.

Caution should be exercised in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile. It is vital that all professionals who have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that practitioners exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Some children may be at risk due to living with or being in direct contact with known extremists. Such children may be identified by the police or through **Multi Agency Public Protection Arrangements (MAPPA) processes**.

5) Vulnerability/ Risk Indicators

NB - The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/ young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support professionals in NL

to understand and identify factors that may suggest a child, young person or their family may be vulnerable or involved with extremism.

Vulnerability

☐ **Identity Crisis** - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them

☐ **Personal Crisis** – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging

☐ **Personal Circumstances** – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

☐ **Unmet Aspirations** – Perceptions of injustice; feeling of failure; rejection of civic life

☐ **Criminality** – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

☐ Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)

☐ Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)

☐ Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?

☐ Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?

☐ Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?

☐ Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

☐ Has the child/ young person encountered peer, social, family or faith group rejection?

☐ Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?

Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity

Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?

Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?

Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?

Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?

Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?

Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?

Does the child/ young person experience a lack of meaningful employment appropriate to their skills?

Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?

Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?

Does the child/ young person have any learning difficulties/ mental health support needs?

Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?

Does the child/ young person have a history of crime, including episodes in prison?

Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?

Does the child/ young person have insecure, conflicted or absent family relationships?

Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?

☒ Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:-

- ☒ Being in contact with extremist recruiters
- ☒ Articulating support for extremist causes or leaders
- ☒ Accessing extremist websites, especially those with a social networking element
- ☒ Possessing extremist literature
- ☒ Using extremist narratives and a global ideology to explain personal disadvantage
- ☒ Justifying the use of violence to solve societal issues
- ☒ Joining extremist organisations
- ☒ Significant changes to appearance and/or behaviour

6) Referral and intervention process

Professionals should refer to the Early Help Safeguarding Strategy to determine the level of need of the child which correlates with the concerns identified.

If you have a concern about an individual and want to make a referral use the Channel referral form and/or send your concerns through to the dedicated Prevent inbox at: Prevent@humberside.pnn.police.uk.

Where a child is considered at risk of significant harm a referral to social work services should as outlined in the Early Help Safeguarding Strategy as well as a referral to Channel.

Where there are concerns that a child may be at risk of / potential risk of being involved/ potentially involved in supporting or following extremism, further investigation by the police will be required.

Any professional who identifies vulnerability concerns as outlined above, should discuss their concerns with to the named or designated safeguarding professional in their organisation or agency. However this should not prevent immediate action being taken where a child is at immediate risk or at risk of significant harm. In these circumstances a referral should be made to Children's Social Care and in an emergency a 999 call made to the police.

The named or designated safeguarding professional should consider whether a situation may be so serious that an emergency response is required. Professionals should exercise professional judgement and common sense to identify whether an emergency situation applies.

Channel Referral Process

If you have a concern about an individual and want to make a referral use the Channel referral form and/or send your concerns through to the dedicated Prevent inbox at: Prevent@humberside.pnn.police.uk.

It is important to remember that any information you give to the police at this stage will be investigated in the pre-criminal space. It does not assume that any criminal activity has taken place and the police will be looking to support rather than arrest.

Appendix 7

Risk Assessment Proforma

PREVENT – Self Assessment				
Objective : Adoption of Prevent into Mainstream Processes				
Governance				
No		Owner	Evidence	RAG
1.1	Does the School/Academy have a nominated Staff and Governor Prevent lead			
1.2	Is Prevent included within the Schools/Academy's Safeguarding Policy?			

Leadership and Management				
No		Owner	Evidence	RAG
2.1	Do the Senior Leadership Team and Governors have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?			
2.2	Is Prevent and agenda item of relevant SLT meetings planning processes?			
2.3	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?			
2.4	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities? Are they reflected in the general conduct of the school?			
2.5	Does the School/Academy have an identified single point of contact (SPOC) in relation to Prevent			

Working in Partnership				
No		Owner	Evidence	RAG
3.1	Does the School/Academy have engagement with wider Prevent work through the local Prevent Partnership? Including links with and to LA channel board?			
3.2	Is Prevent included within Information Sharing protocols?			
3.3	Is there and agreed Prevent Partnership Communication Policy?			
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the interagency safeguarding procedures set up by the LSCB?			
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter agency procedures put in place by the LSCB?			

Staff Training				
No		Owner	Evidence	RAG
4.1	Does the School/Academy have an annual policy and training review process in place?			
4.2	Does the School/Academy regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and Governing body?			
4.3	What training is given to staff members to give them knowledge and confidence to identify students who are vulnerable and at risk of being drawn into terrorism and challenge extremist ideas? Does training include risk factors and behaviours pertinent to the local context?			
4.4	Are staff members aware of the referrals process and what actions should be taken in the response to concern. Does this involve awareness of the Channel process?			
4.5	Is prevent included within the safer Recruitment policy?			
4.6	Has the DSL received Prevent training from the local police Workshop raising awareness of Prevent(WRAP)			

Safety Online				
No		Owner	Evidence	RAG
5.1	Does the school IT system have appropriate levels of filtering to ensure children are safe from terrorist or extremist material when accessing the internet in school?			
5.2	What processes and procedures are in place to ensure children use the internet responsibly?			
5.3	Do staff pupils and carers receive Internet Safety Awareness training?			

Security: Visitors, Contractor and Venue hire				
No		Owner	Evidence	RAG
6.1	Is Prevent included within the visitor's policy? Are due diligence checks conducted on visitors to the school?			
6.2	What arrangements are in place to manage access to the site by visitors and non-students/staff			
6.3	Is there a policy regarding the wearing of ID on site. How is it enforced?			
6.4	How are visitors identifiable on site?			
6.5	Are visiting speakers –suitable and appropriately supervised within school?			
6.6	Are checks carried out on groups individuals seeking to hire /use school premises			
6.7	Are contractors working at the school or providing extracurricular activities checked. Are they appropriately supervised within school			

Appendix 8

SPOC Responsibilities

1. Raising awareness

As the SPOC for your organisation, it is important to raise awareness around this agenda and promote the necessity to safeguard vulnerable children and adults from being exploited and recruited into violent extremism. It is expected that the SPOC will promote their position and responsibility, providing advice and guidance to practitioners within their organisation. The Channel coordinators having a range of training packages to help raise awareness, by training your trainers the aim is to mainstream this safeguarding agenda.

2. Receiving Referrals

As the SPOC for your organisation, it is expected that once a practitioner within your organisation identifies an individual vulnerable to radicalisation that they contact you first to discuss the case internally. If deemed suitable, the practitioner will then be asked to complete the Referral and Risk assessment form (RAF). This should then be emailed to the Channel coordinator at channel.@gmp.projectpolice.uk. The Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. (At no point will the person be created on a criminal record system.) The co-ordinator will then complete a case summary and return it to both the SPOC and the practitioner. The practitioner should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using a list of SPOC's from other agencies to help ensure the right people are brought to the multi-agency meeting

Finding out more.

'Learning together to be Safe, guidance for schools and colleges' www.dius.gov.uk HM Government

'The Prevent Strategy: A guide for Local Partners in England' <http://security.homeoffice.gov.uk>

Appendix 9

Useful Contact Numbers

Designated Safeguarding Lead	Name Miss Adeline Brack Contact details 01652 632286
Deputy Safeguarding Lead	Name Miss Emma Sandon Contact details 01652 632286
Other local contact numbers	
Safeguarding concerns	Single Access Point 01724296500 Out of Hours 01724296555
Allegations against/concerns about adult(s) working with Children	Local Authority Designated Officer (LADO) 01724 298293 Education Designated Officer 01724 296797
Police (emergency)	999
Police (non-emergency)	101
School Improvement Officer Safer Schools and Settings (for information advice and guidance on Safeguarding policies audits or reviews)	07717586941 01724298013
Safeguarding Education Officer (individual case information support and guidance)	07717586534
Advisory Officer Emotional Health and Wellbeing (information advice and guidance on whole school aspects of emotional health and wellbeing)	07717586555
NSPCC Whistleblowing Helpline	0800 028 0285
Virtual School Head enquiries	01724 297502

Appendix 10

Legislation

This guidance refers to the legislation below:

Education

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014

Police

- Police Act 1997
- The Police Act 1997 (Criminal Records) Regulations 2002, as amended
- The Police Act 1997 (Criminal Records) (No 2) Regulations 2009, as amended
- The Sexual Offences Act 2003

Other

- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Equality Act 2010
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975

Appendix 11

Virtual School

1. Parents want their children to have the best start in life and to reach their full potential. As corporate parents, local authorities should have equally high aspirations for the children they look after.

2. As leaders responsible for ensuring that the local authority discharges its duty to promote the educational achievement of their looked after children, Directors of Children's Services and Lead Members for Children's Services should ensure that:

- closing the attainment and progress gap between looked after children and their peers and creating a culture of high aspirations for them is a top priority
- looked after children have access to a suitable range of high quality education placement options and that commissioning services for them takes account of the duty to promote their educational achievement
- Virtual School Heads (VSHs) are in place and that they have the resources, time, training and support they need to discharge the duty effectively
- VSHs have robust procedures in place to monitor the attendance and educational progress of the children their local authority looks after
- The local authority's Children in Care Council (CiCC) regularly addresses the educational experiences raised by looked after children and is able to respond effectively to such issues.

3. The VSH should be the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the local authority's looked after children, including those placed out-of-authority.

4. Most parents take a keen interest in their child's educational progress. VSHs should ensure the educational attainment and progress of children looked after by the local authority are monitored and evaluated as if those children attended a single school.

5. The VSH should ensure that there are effective systems in place to:

- maintain an up-to-date roll of its looked after children who are in school/academy or college settings and gather information about their education placement, attendance and educational progress
- inform Head Teachers/Principals and designated teachers in schools/academy's if they have a child on roll who is looked after by the VSH's local authority
- ensure social workers, designated teachers and schools/academy's, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child's PEP and how they help meet the needs identified in that PEP
- ensure up-to-date, effective and high quality PEPs that focus on educational outcomes and that all looked after children, wherever they are placed, have such a PEP
- ensure the educational achievement of children looked-after by the local authority is seen as a priority by everyone who has responsibilities for promoting their welfare
- report regularly on the attainment of looked after children through the local authority's corporate parenting structures
- **Schools should expect there will be challenge from the virtual school head around the progress attainment, attendance and inclusion of Looked After Children in their schools.**

