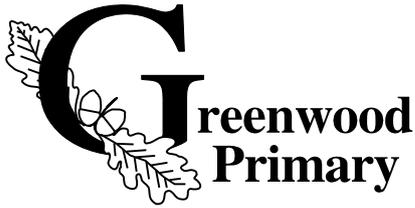


# **Greenwood Primary School**



## **Child Protection Policy**

**September 2017**



## CHILD PROTECTION POLICY

**DESIGNATED SAFEGUARDING LEAD: MRS KAREN SILVESTER**  
**NOMINATED GOVERNOR: JOSEPH MANGAR**

These updated Policy and Procedures are in line with:

- **Keeping children safe in education Statutory guidance for schools and colleges (Department of Education September 2016)**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- **Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children (Department of Education February 2017) especially early help**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

### **Background**

**The children's Act 2004** was created by the government in response to the death of Victoria Climbié in 2000. The Act states that all children deserve the opportunity to achieve their full potential and that the following five outcomes are key to this:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The safeguarding of children is necessary if a child is to achieve any of the above outcomes. The government therefore published a guidance document '**Working Together to Safeguard Children 2006**'. As required the local authority formed a Local safeguarding Children's Board to ensure that there are adequate arrangements in place across agencies to protect children from harm.

Safeguarding and promoting the welfare of children is defined as;

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcome.

Though the LSCB needs to take a lead in ensuring children are protected and their welfare is promoted, **the safeguarding of children is the responsibility of all those working with or coming into contact with children.**

**The Children Act 1989**, the supplementary guidance in **Working together to Safeguard Children 2017** and Department of Education **Keeping Children Safe in Education 2016** sets out the legal duties, infrastructure and arrangement that should be in place to ensure that children and young people are protected from harm and that those working within schools and the education service have the necessary skills and knowledge to ensure this.

**Keeping Children Safe in Education April 2014, July 2015 and September 2016** contains information on what schools and colleges **should** do and sets out the legal duties with which schools **must** comply. It should be read alongside Working Together to Safeguard Children 2017 which applies to all the schools. The Children Act 1989 sets out the Legal Framework.

This policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children 2017 and Keeping Children Safe in Education September 2016. This policy has regards to this statutory guidance when carrying out our duties to safeguard and promote the welfare of children.

### **The role of the school**

At Greenwood Primary school everyone who comes into contact with children and their families has a role to play in safeguarding children. We know that we are particularly important as we are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Our school staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2017 and KCSIE 2016. We work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

At Greenwood we have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

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

### **School Aims**

The staff at Greenwood Primary School believe that the welfare of all children is paramount and that confidentiality should be respected as far as possible within legal requirements. The school is committed to an ethos in which children feel secure, their views are valued and they are encouraged to talk and they are listened to.

The school believes in the importance of providing a preventative child protection curriculum for every pupil and provides curriculum time for Personal, Social and Health Education.

The school strives to create an atmosphere where children who are in need of support feel able to come forward, confident that appropriate action will be taken to safeguard their well-being.

The school is committed to providing support for staff to ensure that their skills and expertise are up to date through staff development opportunities and meetings for staff involved in a disclosure to support their emotional stress.

All staff are DBS checked before starting their employment. All regular volunteers/helpers are DBS checked. The headteacher and one governor have successfully completed the 'Safer Recruitment Training'.

### **School Commitment**

We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk or of suffering abuse.

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. This will be achieved by displaying and reminding the children of the ethos of the school regularly.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or in difficulty. This will be achieved through talking to the children as part of PSHE lessons, circle time, school assembly, Place to Talk or one a one to one basis.
- c) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse and skills to make them feel safe and adopt safe practices online. See school PSHE Policy, The acceptable use of the internet and other related technologies Policy and Behaviour Policy.
- d) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

### **Roles and Responsibilities**

**All** adults working with or on behalf of children have a responsibility to protect children. However, key people within schools and the Local authority have specific responsibilities under Child Protection.

### **Designated Safeguarding Lead (DSL)**

The Acting head teacher, Karen Silvester is the Designated Safeguarding Lead. The designated lead will have attended borough training in preparation for the role and will refresh this training every two years. The role of the designated safeguarding lead is to:

- Act as a source of support, advice and expertise to staff within the school on matters of safety and safeguarding.
- Liaise with the shadow Safeguarding leads (Alan Jones & Vanessa Rothery) to inform them of any issues/concerns.
- Decide whether to make a referral by liaising with relevant agencies.
- Investigate staff concerns and refer all cases of suspected abuse to the local authority children's social care.
- Liaise with the SENCo as children with SEN and disabilities can face additional safeguarding challenges (communication barriers, potential for bullying, assumptions made without further exploration)
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Keep all staff informed and updated on changes in policy and procedure.
- Supply appropriate training and support when required including the induction of new members of staff.
- Liaise with Social Services over suspected cases of child abuse.
- Attend and contribute to meetings related to children at risk.
- Have a working knowledge of how local authorities conduct a child protection case conference and child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Keep written records of referrals and concerns.

- Keep accurate records relating to individual children and ensure they are kept in a secure place and are marked confidential.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Provide guidelines to parents, children and staff about obtaining suitable support.
- Ensure that the headteacher is kept fully informed of any concerns and on-going enquiries.
- Develop effective working relationships with other agencies and services.
- When children leave school ensure that their records are transferred to the new school as soon as possible. They should be transferred separately from their main file ensuring secure transit.
- Link with the local ESCB (Ealing Safeguarding Children's board) to make sure staff are aware of training opportunities and the latest policies on safeguarding.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

### **Named Governor responsible for Child Protection**

The roles and responsibilities of the named governor responsible for Child Protection, Joseph Mangar, Chair of Governors. His roles include:

- Ensure that the school has an effective Child Protection Policy and that governors and staff are familiar with it, that it is reviewed regularly and made available publicly via the school website.
- Being familiar with current guidelines on Child Protection and Safer Recruitment and be aware of changes to the regulations.
- Ensuring the school operates safer recruitment procedures and that all appropriate checks are in place.
- That there are procedures in place for dealing with allegations against members of staff or volunteers and liaise with the relevant local authority designated officer and partner agencies in the event of an allegation of abuse made against the headteacher.
- Undertake appropriate training on Child Protection and understand the different types of abuse.
- Liaise regularly with the Designated Safeguarding Lead about procedures in school.
- Report back to the Full Governing Body at least annually. However individual cases should not be discussed by the Full Governing Body.
- Ensure that accurate records are being kept by the school and that the Child Protection file is up to date.
- Ensure that all staff and governors know what to do if they suspect that a child is being abused.

Neither the Governing Body or the nominated Governor are to have a role in dealing with individual cases or the right to know details of cases.

### **The Head Teacher**

The head teacher's role is to ensure that:

- Policies and procedures are in place and are followed by the staff.
- Sufficient resources and time are allocated to the Designated Safeguarding Lead and other staff as required to take part in meetings.
- That all staff, students and volunteers are comfortable with our procedures and feel able to contribute to the process.

## **The role of all staff: teaching and non-teaching**

- All staff will be made aware of and have access to school's Child Protection Policy, protocols and procedures;
- All staff will attend safeguarding training annually and receive regular updates as required.
- All staff will strive to safeguard pupils in all aspects of the learning environment on-site and on educational visits;
- All staff will be aware of school's Race Equality and Diversity Policy, challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headteacher;
- Teachers will support teaching assistants, support staff and volunteers working in their classrooms or on educational visits;
- All staff have a responsibility to monitor and, where necessary, guide the practice of volunteers, visitors or contractors working in school. Any concerns will be reported to the Headteacher and/ or Senior Leadership Team.

## **Training**

The Designated Safeguarding Lead & shadow leads will attend training relevant to their role, by the local authority, at intervals of not longer than two years. (KCSIE 2016)

All staff newly employed will have training relevant to their need during the induction process.

All staff within the school will receive annual Child Protection training which will be delivered by the Designated safeguarding lead/Local Authority CP advisor. (KCSIE 2016)

Staff will be kept informed of current Child Protection issues via direct training and update meeting such as staff meetings by the Designated safeguarding lead.

Volunteers in school will also receive training on Child Protection and be made aware of procedures.

## **Types of abuse and neglect**

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

Abuse is categorised into four categories:

1. Physical
2. Emotional
3. Sexual
4. Neglect

See appendix 1 Types of abuse and neglect definitions

## **Specific safeguarding issues**

Staff to be aware of situations that put children in danger:

- drug taking
- alcohol abuse
- truanting
- sexting

- **Other issues with links from paragraph 43 of Keeping children safe in education Statutory guidance for schools and colleges (Department of Education September 2016)**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- 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- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
  - hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking
- Transgender

**(see appendix 2)**

## **Procedures**

It is the responsibility of all members of staff to be vigilant in cases of suspected child abuse and neglect recognising signs and symptoms so children who need help or protection can be identified. Staff will be made aware of the member of staff who is designated safeguarding lead. A copy of the London Borough of Ealing Child Protection Procedures will be available to all staff.

It is the responsibility of the designated safeguarding lead, to alert Social Services when there is reasonable cause to suspect abuse or neglect.

## **Reporting Procedures Within the School**

All concerns should be referred to the designated safeguarding lead (or in her absence to the Assistant headteachers or headteacher) at the earliest possible opportunity. If staff suspect a child may be subject to physical, sexual or mental abuse they must discuss this with the designated lead (or senior teacher) on the day they become aware of the abuse.

Following discussions with the designated lead, a decision will be made whether to make a referral to Social Services. If a case is not clear cut, advice will be taken from either the London Borough of Ealing Child Protection Officer or Ealing Children's Integrated Response service (ECIRS).

At no point may the designated lead make a decision whether or not to contact social services based on the school's relationship with the family. S/he must not allow their knowledge of the family to influence any decision about reporting a suspected case of abuse.

Initial referrals should be made by telephone and should then be followed up with a referral form faxed to social services. Social services should acknowledge a written referral within one working day. If this exceeds three working days the school should contact social services.

**(See Appendix 3 Actions when a child has suffered or is likely to suffer harm)**

## **Recording and Monitoring Concerns**

Schools can play a vital role in helping abused children and those who are suspected of being abused by effective monitoring and recording of certain aspects of the child's progress and behaviour in school. Good records can be the basis of valuable contributions to child protection conferences and court cases, helping to ensure that sound decisions are made on the child's behalf.

Concerns that may require recording:

- Has any injury or mark which is not typical of normal bumps and scrapes.
- Regularly has unexplained injuries
- Frequently has injuries (even when apparently reasonable explanations are given).
- Confused or conflicting explanations are given on how injuries were sustained.
- Exhibits significant changes in behaviour, performance, mood or attitude.
- Indulges in sexual behaviour which is unusually explicit or inappropriate to his or her age.
- Discloses an experience in which he or she may have been harmed.
- Changes in hygiene or presentation.
- Weight loss or rapid gain

## **Persons Responsible for Recording**

- All teachers
- Other school staff
- Other LEA staff in regular contact with the child ( for example, ESW, EP or mentor)

## **Record the Following**

- Patterns of attendance/missing from school
- Changes in mood
- Changes in classroom functioning
- Relationships with adults and peers
- Behaviour
- Statements, comments, stories. 'news' or drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medical
- Response to PE (when changing)
- Injuries, marks, and bruises

## **Method of Recording**

All staff must make recordings when necessary. If in doubt about the need for recording, staff can discuss it with the designated teacher or senior member of staff. The following guidelines should be followed:

- Make notes as soon as possible after the conversation/observation.
- Record the date and any noticeable non verbal behaviour and the words used by the child.
- Sign the record.
- Draw a diagram to indicate the position of any bruising or injury.

Record statements and observations in a non-emotive or judgmental way avoiding interpretations or assumptions but writing facts.

The following procedure should then be followed:

A file is kept in the designated Safeguarding lead's office in a locked cabinet. Staff should be encouraged to write any concerns or incidents on the supplied 'Causes of Concern' form which should then be given to the deputies/designated teacher. They will decide whether it requires instant action or whether the situation needs monitoring.

Any Police form (notification from the police that a child has been present at an incident.) can be put straight into the file by the designated safeguarding lead.

If any child leaves the school the administrators will notify the designated safeguarding lead who will gather together relevant information and send it separately and confidentially to the child's new school. The DSL may also speak to/arrange a meeting with the DSL at the new school depending on individual cases.

When a child transfers school any concerns in the file should be sent to the receiving school including cases where no further action was taken.

## **Confidentiality**

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

- Parents will be reassured that whenever possible that confidential disclosures will be divulged only to those that it is necessary to provide the required support for the family/child.
- Staff will have included in their training the need to respect confidentiality and understand the requirements of who needs to know confidential information.
- The child will be advised that the information may need to be shared with others

- Information will be given to staff working with the child on a 'needs to know' basis.

Unlike other records and files, parents are not entitled to ask to view the child protection file notes. However, care needs to be taken about recording as in cases which subsequently go to court these files will be used as evidence.

Pupils and their families are entitled to confidentiality but school staff have a duty to pass on confidential information if there is:

A need to stop the abuse and protect the child from further harm.

A need to protect other children, including siblings from further harm.

A need for teachers to protect themselves from carrying the burden of knowing that a child is at risk

The possibility of help being offered to the family and child

It is vital that staff do not promise a child confidentiality but explain they will seek to help the child by involving people on a 'need to know basis'.

### **Dealing with a Disclosure**

If a pupil discloses that he or she has been abused in some way the member of staff should;

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child but not make promises which it might not be possible to keep.
- Not promise 'to keep a secret'.
- Reassure the child that what has happened is not his/her fault.
- Stress it was the right thing to tell.
- Listen, rather than ask direct questions but ask questions to clarify and gain information about the incident.
- Ask open rather than leading questions e.g. 'Tell me what happened' rather than 'did they do X to you?'
- Not criticize the alleged perpetrator.
- Explain what has to be done next and who has to be told.

Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.

### **Children in Need of a Protection Plan**

The designated safeguarding lead/head teacher will receive notification from social services about children in need of a child protection plan. All notes will be kept in a confidential file in the designated lead's office. Class teachers will be made aware of the information and it is their responsibility to familiarise themselves with the contents. Welfare staff will be made aware and other staff on a 'need to know' basis.

The designated lead will attend child protection conferences. They will report on observations and discussions had in school relevant to the case conference following information gathering discussions with any members of staff who have regular contact with the child. A written report will be prepared for the case conference on the borough proforma. Following case conferences the person attending will feedback to the class teacher and the headteacher and will be offered support if necessary.

### **Use of Mobile phones and cameras (Ipads) in the EYFS and throughout the school**

Staff in our EYFS/KS1 & KS2 setting must not use their own camera or mobile phone to take pictures of the children and mobiles must be securely stored away from the children during the

working day. The school has provided cameras for teachers to take photographs of the children for evidence, these pictures are regularly deleted from the memory.

### **Allegations of Abuse by Teachers and Other School Staff**

Because of their daily contact with children, including the wider caring role, teachers and school staff are vulnerable to accusations of abuse, by pupils or parents. Such allegations may be true, false, malicious or misplaced.

Greenwood Primary School considers any ill-treatment of a pupil by a member of its staff to be totally unacceptable. Any such behaviour by a teacher or member of staff is particularly serious given their position of trust. However, for an innocent person to be subject to investigation is a serious and damaging ordeal.

In all cases in which it is alleged that a teacher or member of staff 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 or she would pose a risk of harm to children,

As it is a statutory requirement, governors agreed that Greenwood Primary School adopts the local authority procedures for dealing with allegations of abuse against staff and any changes that may be made to this. Any such allegations against staff are taken very seriously as is adherence to the LA procedures and documents detailing contacts for the Local Authority Designated Officer (LADO).

### **September 2017, the Ealing Interim Designated officers are:**

**James Jose and Noah Tucker**

[tuckern@ealing.gov.uk](mailto:tuckern@ealing.gov.uk) (link sends e-mail)

[josej@ealing.gov.uk](mailto:josej@ealing.gov.uk)

Landline: 020 8825 8930

In their absence LA child protection advisors can be contacted on 020 8825 8930 who have delegated designated officer responsibilities.

If the accusation is against the head teacher, staff are directed to the Whistle Blowing Policy and the Chair of Governors. The guidance provided by the Local Authority will be followed (copy kept by designated teacher). Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them such as The NSPCC whistle-blowing helpline: 0800 028 0285.

### **Children missing from school**

At Greenwood Primary School we apply strict measures to ensure the safety of pupils. This includes measures to secure the school perimeter and access into school buildings. There is regular registration and full monitoring of pupils throughout the school day. Whilst strict safeguarding measures are in place, the school feels it is prudent to have emergency protocols in place. It is unlikely that a child will go missing from school during the day however, should this happen, both the parents and police will be notified and a description of the child will be given to the police. These would be implemented should the whereabouts of a pupil be unknown. All staff are fully aware of school's Child Missing from School protocols and report any concerns immediately to Mr Britzman, Headteacher who instigates an investigation via the local authority.

### **Safer Recruitment**

We 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. See Safer Recruitment. Greenwood

Primary school acts 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.

### **Single Central Record**

We keep a single central record to cover all staff including supply, trainee teachers on salaried routes and volunteers who work in school. The information that is recorded on checks relating to identify, barred list, enhanced DBS, prohibition from teaching, professional qualifications, checks on living or working outside the UK, checks to establish the person's right to work in the UK.

This policy should be considered alongside other related policies in school.

These include:

- Behaviour Policy
- Safe Guarding Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Guidance on Medical needs
- Acceptable use of the internet and related technologies Policy
- Use of Mobile Phone, cameras and videos Policy
- Intimate Care
- Whistleblowing
- Safer recruitment
- Prevent Policy

This Policy is available for Parents/carers to view on our school Website.

**Policy reviewed: September 2017**

**Policy review Date: Annually and no later than September 2018**

## Appendix 1 Types of abuse and neglect

### Types of abuse and neglect

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

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

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

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

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

## Appendix 2

### Further information on Child Sexual Exploitation

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

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

### Further information on so-called 'honour based' violence

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

#### Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

#### Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 55

31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>80</sup> that requires a different approach (see following section).

### **FGM mandatory reporting duty**

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

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>81</sup> Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

## Further information on Preventing Radicalisation

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.<sup>82</sup> There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

## Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>83</sup> to the need to prevent people from being drawn into terrorism".<sup>84</sup> This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

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

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

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

## **Channel**

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance. An e-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required. 85 Channel guidance is available at:

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping children safe in education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.<sup>86</sup>

## **Further information on a child missing from education**

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

## **Schools**

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has

agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

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

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission

71 for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.<sup>72</sup>

Where a parent notifies a school that a pupil will live at another address, **all** schools are required<sup>73</sup> to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.<sup>74</sup>

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record<sup>75</sup> in the admission register:<sup>76</sup>

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

Schools are required<sup>77</sup> to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended,<sup>78</sup> as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

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

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide<sup>79</sup> the local authority with:

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

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

**It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.**

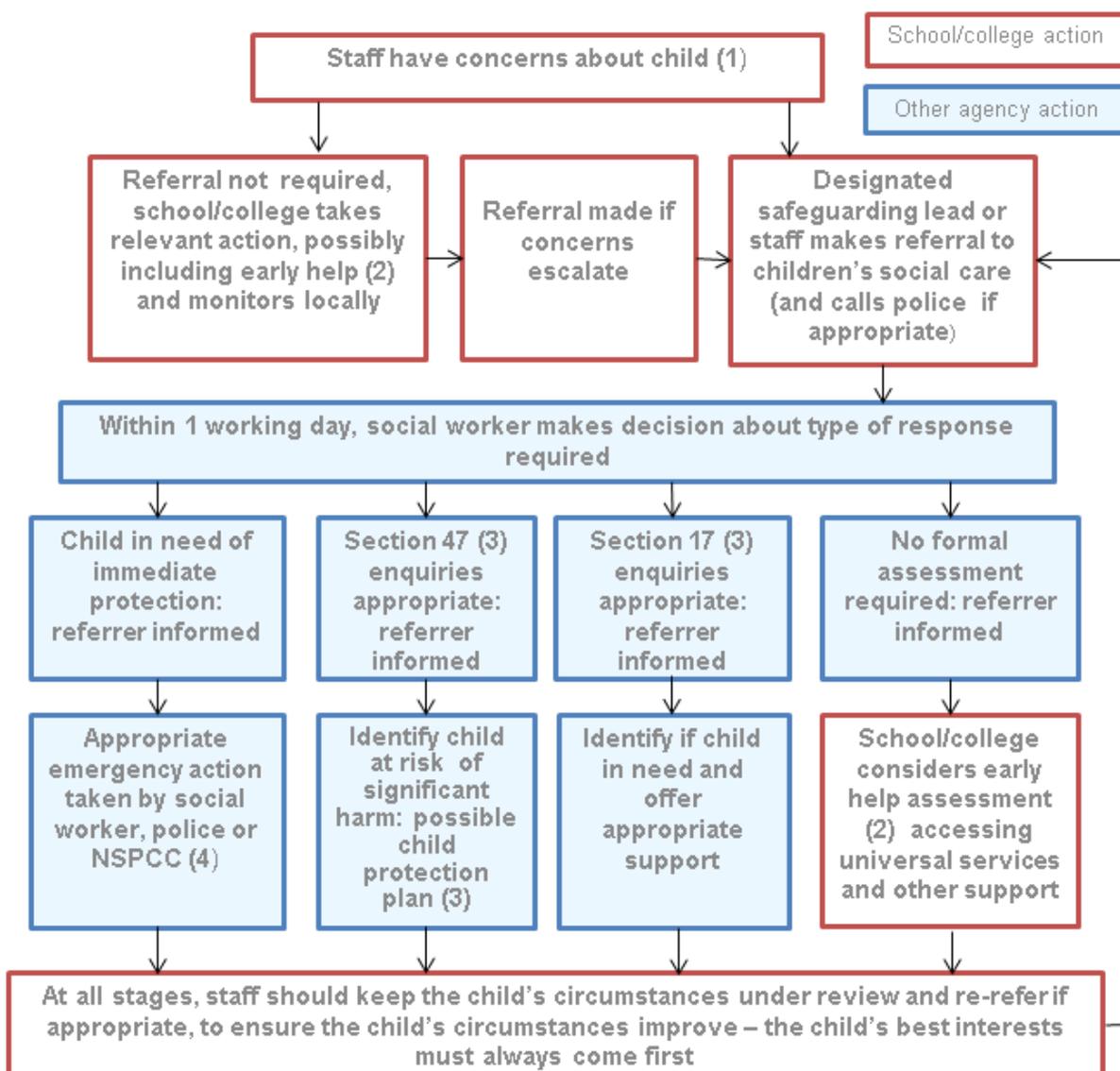
The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another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

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

### Appendix 3

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**

#### Actions where there are concerns about a child



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