



Arbour Vale School

Specialist Sports College

Child Protection Policy

September 2017
(Review September 2018)

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, "what is in the **best interests** of the child".

The Child Protection Policy is a section of the School's overriding Safeguarding Policy. There is a range of other safeguarding policies which should be read in conjunction with this policy; these are:-

- Allegations Involving School Staff
- Child Protection Radicalisation
- Child Protection Dos and Don'ts
- Governor Checklist
- Indicators of Child Abuse
- Internet Policy for Staff
- Intimate Personal Care
- Mobile Phone and Camera Use in School and AVH
- Safe Touch Policy
- Safe Guarding Summary for Temporary Staff
- Safer Recruitment and Selection
- Sex and Relationships Education
- Whistleblowing

Key People

Designated Safeguarding Lead

Michelle Healy-Wallis

Deputy Designated Safeguarding Lead

Tracey Bradshaw
Aamir Ban
Karen Erickson
Rob Stephenson
Julia Copeland
Tim O'Brien
Julie Foot
Manjula Odedra
Sarah Mitchell
Sarah Brooks

Designated Safeguarding Lead for Arbour
Vale House

Aamir Ban

Designated Safeguarding Lead for EYFS

Sarah Mitchell

Designated Safeguarding Lead for Looked
After Children

Sarah Mitchell

Rational

Arbour Vale School is concerned for the welfare and safety of all its pupils and creates an ethos in which pupils feel secure, valued, listened to and are taken seriously. We recognise that our School forms part of the wider safeguarding system for children and welcome support from all organisations that form any part of the support networks in place for our pupils.

The purpose of this policy is to inform staff, parents and governors about the school's responsibilities and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

The policy has been written in line with the guiding principles laid out in the Berkshire Child Protection Procedures which refer to the need to:

- Ensure that procedures reflect the child's rights, including the right to be safe from abuse
- Ensure there is more than one route for a child to obtain help
- Ensure all school staff recognise that the welfare of the child is paramount and that they have a responsibility to work together for the protection of children
- Make pupils aware of their right to personal safety and what to do if this is compromised

Further details of Slough Children's Services Trust procedures can be found at:
<http://www.proceduresonline.com/berks/slough/indexhtml>

Particular reference has also been made to the recent guidance in Keeping Children Safe in Education (2016)

Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Berkshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures
- Working Together to Safeguard Children (HM Government 2015)
- Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their families 2000
- What to do if you are Worried a child is being abused – Advice for practitioners
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Teacher Standards 2012
- Keeping Children Safe in Education (2016)

Keeping Children Safe in Education (2016) requires all schools to follow the procedures for protecting children from abuse which are established by the Pan Berkshire Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

It is recognised that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education to;

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- 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 child protection through annual training.
- Ensure all staff are aware of the Early Help process and are prepared to identify children who may benefit from early help
- Ensure all staff are aware of the process for making referrals
- Always act in the best interests of the child
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website
- Notify social services if there is an unexplained absence on the first day of absence for any pupil on 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 and a review date to revisit, 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.
- Develop, share and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

It is also acknowledged that all parents need to understand that the school has a duty to safeguard and promote the welfare of children who are their pupils or students, that this responsibility necessitates a child protection policy and procedures, and that a school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

This policy also reflects and is compliant with the following publications

Keeping Children Safe in Education 2016

Safeguarding Children and Young People and Young Vulnerable Adults Policy 2015

Safer Recruitment

The School is committed to complying with the expectations regarding Safer Recruitment in Education. In order to prevent people who pose a risk of harm to pupils the School and Governing Body ensure:

- Key members of the Leadership Team, including Governors, in School and Arbour Vale House have attended a Safer Recruitment Course based on the National Programme sponsored by the DfE and the National College for Teaching and Leadership, or completed a recognised on-line course.
- All interview panels include at least one person who has successfully completed the training.
- Adhering to statutory responsibilities to check staff who work with children.
- Taking proportionate decisions on whether to ask for any checks beyond what is required
- Ensuring that the School's Single Central Register is kept up to date including the completion of all DBS checks.
- Ensuring volunteers are appropriately supervised and checked.

The Role of the Designated Safeguarding Lead is to:-

- ensure that the Slough Child Protection Procedures are followed in the school
- to co-ordinate action within the school
- ensure that all staff are aware of these procedures
- ensure that appropriate training and support is provided to all staff
- ensure that concerns are shared
- develop effective working relationships with other agencies and services
- decide what further action to take about specific concerns
- liaise with Social Services teams over suspected cases of child abuse
- ensure that accurate records relating to individual children are kept in a secure place and marked 'strictly confidential'
- submit reports to, and attend, Child Protection Conferences
- ensure that the school effectively monitors children who have been identified as at risk in line with the Child Protection Plan.
- provide guidance to parents, children and staff about obtaining suitable support
- Complete formal training for the role, and ensure knowledge and skills are regularly updated, and at least annually.
- Ensure that during term time the Designated Safeguarding Lead and/or a deputy will always be available for staff in the school to discuss any safeguarding concerns.
- arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The role of the Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility. The nominated governor (Senior Board Level Lead) for child protection is: **TBC**

In particular the Governing Body must ensure:

- Child protection policy and procedures are in accordance with government guidance
- All staff and volunteers are trained regularly in accordance with Statutory guidance and in line with advice from the LSCB, and are provided with regular safeguarding and child protection up-dates
- Safe recruitment procedures are in accordance with government guidance
- Appointment of a DSL who is a senior member of school leadership team
- Relevant safeguarding children training for school staff/volunteers is attended
- Safe management of allegations
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged
- Must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training. The Designated teacher for Looked After Children is Sarah Mitchell.

Looked After Children

All staff should have awareness of issues around safeguarding looked after children. The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Governors ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. This includes ensuring that:

- Staff are aware of the legal status of a looked after child's care arrangements and contact arrangements with birth parents or those with parental responsibility
- Staff also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The designated safeguarding lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- The Designated teacher for LAC works with the Virtual Head at the LA to look at the best use of funding to support the pupil.

School Procedures

- If any member of staff is concerned about a child he or she **must** inform **Michelle Healy-Wallis**, the designated teacher for Child Protection. If the concern is about a child while boarding at the Residential, the staff **must** inform the **Head of Care**, who will inform **Michelle Healy-Wallis** at the earliest opportunity.
- The member of staff must record information regarding the concerns on **the same day**. The recording must be a **clear, precise, factual** account of the observations. The aim should be to record the interview verbatim without changing the child's language at all. This record must be given to the designated teacher, not kept in the classroom.
- Michelle Healy-Wallis or in her absence, the Deputy Designated Safeguarding Leaders, will make any referral to the Social Services Department or occasionally the police, in line with the Slough Child Protection Procedures. If it is decided to make a referral to Social Services parents will be informed unless they are implicated in the case. They will always be informed following discussions with social services/police.
- If a referral is made to Social Services, Michelle Healy-Wallis will ensure that a written report of the concerns is sent to the Local Duty Social Worker/Care Manager of the Children and Families Team dealing with the case immediately or within 48 hours.
- Consider if urgent medical advice or treatment is needed: If necessary, refer the pupil to his or her own GP or directly to hospital. The person accompanying the pupil will take an explanatory letter and referral will not be delayed if the parent and/or social worker cannot be contacted.
- Particular attention will be paid to the attendance and development of any child who has been identified as at risk or who has been placed on the Child Protection Plan
If a pupil who is known to be on the Child Protection Plan changes school, the designated teacher for child protection will inform the Social Worker responsible for the case and transfer the appropriate records to the receiving school and notify the schools admission and attendance team.

Staff Training

- **All** staff members receive appropriate safeguarding and child protection training which is regularly updated through access to on-line modules through Edu-Care
- In addition all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, in addition to this, they receive face to face training annually to provide them with relevant skills and knowledge to safeguard children effectively
- Staff responsible for deputising for the Designated Safeguarding Lead have also attended specific DSL training.

Guidance for Staff

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

It should be remembered that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another

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

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

Staff should be concerned about a pupil if he or she:-

- Has an injury which is not typical of the bumps and scrapes normally associated with children's injuries
- Has regular, 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 or attitude
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age
- Discloses an experience in which he or she may have been significantly harmed
- On-going concerns about level of care and general well-being

All staff may raise concerns directly with Children's Social Care services.

Peer on Peer abuse

Staff should also know that safeguarding issues can manifest via peer-on-peer abuse, including bullying and sexual assault. Work through PSHE, nurture, behavioural support and social thinking should assist in minimizing the risks, but staff need to be alert to the possibility of it occurring.

Peer on peer abuse is when a child might have been abused by another child. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues.

Peer on peer abuse can manifest itself in many ways. Pupils may be at particular risk of gender based bullying, on-line exploitation and sexting.

Any concern must be referred to the Designated Safeguarding Lead particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.
- If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

In the event that a disclosure involves abuse by another child or young person, the procedure for staff dealing with the disclosure is the same. Children and young people who abuse others are held responsible for their abusive behaviour, whilst being identified and responded to in a way that meets their own needs as well as protecting others. The needs of the young people involved will be considered separately.

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 confidentiality** – it might be necessary to refer to Social Services
- reassure him or her that what has happened is **not his or her fault**
- stress that it was the right thing to tell
- **listen**, rather than ask direct questions
- **ask open questions** rather than leading questions
- avoid 'W' questions e.g. who, what, when, where, etc.
- not criticise the perpetrator
- explain what will happen next and who the information will be shared with.
- **Inform the Designated Safeguarding Lead straight away**

- be prepared to sit in on an interview by social services or the police (in the school) to support the child's welfare
- If a staff member, in the course of their work, discovers that an act of **Female Genital Mutilation** appears to have been carried out on a girl under the age of 18 this must be reported to the police immediately
- Your role involves the 3 'R's – **Recognise, Respond and Refer/Record**.

Record Keeping

When a pupil has disclosed the member of staff should:-

- **Inform Michelle Healy-Wallis immediately.**
- in her absence inform a Deputy Designated Safeguarding Leader
- within Arbour Vale House, the senior member of staff on duty
- make some brief notes, including any open questions asked, as soon as possible after the conversation
- not destroy the original notes in case they are needed by a court
- Record **the date, time and place**. Record any noticeable non-verbal behaviour as well as the words used by the child
- draw a diagram to indicate the position of any bruising or other injury
- **do not interpret the situation or make assumptions**, only record statements and observed incidents
- **Pass the notes to Michelle Healy-Wallis.**

All records relating to Child Protection are kept in a locked filing cabinet.

CPOMS

The school has a web-based record keeping for significant incidents related to Child Protection. This will enable a chronology of concerns and action to be built up and safely stored.

Records were started in September 2016.

Early Help

- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead.
- All staff are aware of the early help process. This includes being able to identify emerging problems. When requested this may include sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment
- If early help is appropriate the designated safeguarding lead will support the staff member in liaising with other agencies and attending inter-agency assessments and meetings as appropriate

- If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving

Confidentiality

Different circumstances will determine what happens in each case, but it is a good principle to limit the spread of information to the minimum number of people.

Considerations:

- If a pupil is in care all staff involved with the pupil will know about their circumstances. There is a need for discretion and sensitivity when working with the pupil.
- Pupil's feelings should be taken into account and respected they may prefer others not to know about the traumatic events in their lives, even at the expense of less sensitive handling in school.
- School staff should pass on any worrying information they pick up about a child from other children to Michelle Healy-Wallis or a Deputy Designated Safeguarding Leader in her absence.
- Personal information about a pupil's family should be regarded as confidential.
- Following a disclosure, staff only need to know enough to prepare them to act sensitively with the pupil. All staff will be informed if a pupil they work with is on the child protection register. They do not need to know all the details
- The pupil will be kept informed of who knows and what they know at all stages of the procedures (depending on age).
- Threats to a pupil's safety and welfare can justify setting aside principles of confidentiality

Support for staff

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff will receive support and this will be discussed with the designated teacher for child protection.

Allegations involving school staff

Allegations against staff are considered against three key criteria:

- The adult 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 would pose a risk of harm to children

If a child or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Head teacher

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform Michelle Healy-Wallis . He or she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation. If there is a complaint against a member of staff working in Arbour Vale House, the Headteacher must be informed, who will inform Michelle Healy-Wallis immediately.

If the concerns are about the Headteacher, the report should be made to the Chair of Governors.

Michelle Healy-Wallis will not investigate the allegation against a member of staff, or take written or detailed statement, but will assess whether it is necessary to refer to the local Social Services team in accordance with the Child Protection Procedures for Slough.

If it is decided that the allegation warrants further action through child protection procedures a referral must be made directly to the Local Authority Designated Officer for Slough.

The school may make basic enquiries to determine whether the allegation may be true. The enquiries should be minimal to establish the facts of the allegation, if these were not established or were unclear at the time of the referral.

There are four possible options to be agreed with the LADO:

1. An immediate referral to the joint agencies (Police and Social Care) under the local Child Protection procedures
2. Further local enquiries to be made to gather more information/clarification.
3. The allegation may have been prompted by inappropriate behaviour by the member of staff although a child protection issue does not arise. This may need further investigation and possible consideration under the local disciplinary procedures.
4. The allegation was false and unfounded.

Following consultation with the LADO Michelle Healy-Wallis will:

- Ask for a written account from the member of staff hearing the allegation. This needs to be counter-signed and dated.
- Advise the person that the matter must remain in absolute confidence.
- Record any information about times, dates, location and names of potential witnesses

(Further details of subsequent procedures for responding to allegations of abuse involving professionals, issued by the Local Safeguarding Children Board are displayed in work bases)

Working with pupils

Arbour Vale School works with pupils to provide suitable support and guidance so that they have a range of adults whom they feel confident to approach if they are in difficulty.

The school will endeavor to support the pupil through:

- The content of the curriculum
- Raising pupils' awareness of potential safeguarding risks, especially on-line, sex and relationships, and within the community
- The school ethos which promotes a positive, supportive and secure environment and gives pupils' a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure 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, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection plan leaves, Their information is transferred to the new school immediately and that the Child's social worker is informed.

Arbour Vale House

Arbour Vale House has responsibility for pupils for extended periods during the week, and staff recognize the importance of working together to safeguard and promote pupils' welfare.

All concerns will be reported in the first instance to The Head of Care, who will then discuss the issue with the Head Teacher and the Designated Safeguarding Lead. Where safeguarding issues arise during the evening, or overnight a risk assessment will be carried out by the Head of Care and necessary measures put in place to ensure the safety and welfare of pupils and staff. Any decision requiring a pupil or staff member being sent home will be discussed by the Head of Care/ with Michelle Healy-Wallis/ the Headteacher.

An Intimate Care Procedure is discussed and agreed with parents. This takes into account any gender, cultural or religious concerns.

Close liaison will be maintained with other professional agencies involved with the child and their family.

Extended School

Arbour Vale School offers after school and holiday club facilities to support pupils and provide respite during such times.

All concerns will be reported in the first instance to the Club Supervisor who will then refer it on to the Designated Safeguarding Lead. During the holiday period a contact name will be available at all times and displayed across the school, including NSPCC Whistleblowing.

Working with parents

Arbour Vale School endeavours to work with parents to build an understanding of the school's responsibility to ensure the welfare of all pupils and recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure. All parents and other agencies can view a copy of this policy on the School's website.

Working with governors

All governors are involved in ratifying the policy if any major changes are suggested. All governors have a copy of the policy.

A Section 175 Audit, and Report to Governors is completed at least annually and shared with the local authority and LSCB

Working with outside agencies

In general the person responsible for liaising with outside agencies will be the designated teacher for child protection. It may also be appropriate for the class teacher to liaise with various agencies as part of their pastoral role. In this case a note will always be kept of the date, time and content of the discussion to be passed onto the designated teacher immediately, thus ensuring good communication.

The designated teacher will prepare reports for core group meetings and conferences in consultation with staff and where appropriate, the pupil. The designated teacher and/or the class teacher will generally attend Core group meetings. Conferences will be attended by the designated teacher or the second designated teacher.

Outside agencies are actively encouraged to keep in close contact with the school and the school welcomes regular meetings and telephone contact. All contacts must be recorded and reported to the designated teacher.

Monitoring and assessment

The practices and procedures within the school will be evaluated and reviewed annually focusing on the following:

- The effectiveness of the ways in which pupils' welfare at Arbour Vale School is ensured.
- Communication at all levels – pupil/staff, staff/staff, school/social services, school/other outside agencies, school/parents
- The effectiveness of staff training
- Awareness of procedures and whether disclosures are handled and taken forward appropriately.
- Record keeping
- Confidentiality
- Whether procedures for providing support for pupils, staff and parents are effective.

Specific Safeguarding Issues

Guidance can be found on the following issues:

- Radicalization
- Children Missing from Education
- Child Sexual Exploitation
- Female Genital Mutilation

RADICALISATION

DEFINITIONS AND INDICATORS

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

The Governing Body has a **zero tolerance** approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, our positive promotion of our school values equips our pupils with the skills to reject violence in all its forms.

AIMS AND PRINCIPLES

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- Pupils are encouraged to adopt and live out our Core Values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional aspects of learning) assemblies and through the elected School Council members
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil’s wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

This strategy is based on four areas of work:

- **Pursue** - To stop terrorist attacks
- **Prevent** - To stop people becoming terrorists or supporting terrorism
- **Protect** - To strengthen our protection against a terrorist attack
- **Prepare** - To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

This policy should be read alongside the school's Safeguarding, Equal Opportunities, E-Safety and Anti-bullying policies.

PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Child Protection/ Safeguarding Coordinator).

This policy is strictly adhered to should issues arise.

Channel

School staff should also understand when it is appropriate to discuss with the Designated Teacher making a referral to the Channel programme. 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. An individual's engagement with the programme is entirely voluntary at all stages.

The role of the curriculum

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E, PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet.

Staff training

Through INSET opportunities in school, including annual training through Educare, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

The School is working in partnership with the local Prevent Engagement Officer, and training will be provided by staff who have undertaken WRAP training.

Staff and parents are also informed of the DFE advisory website <http://educateagainsthate.com/>

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.

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

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

All pupils are on the school's admission register and attendance register. All pupils must be placed on both registers (1).

The school will inform the LA of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The LA will be notified when a pupil is going to be deleted from the register under the above circumstances. This should be done as soon as the grounds for deletion are met.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, for more information please see the legislation listed below.

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

2. Regulation 12(3) of the Education (Pupil Registration) (England) Regulations

CHILD SEXUAL EXPLOITATION

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

The school recognises that pupils with SEND can be particularly vulnerable to CSE. All staff undertake annual training through Edu-Care. Staff are alert to any changes in behaviour or comments made by pupils or peers. Any concerns are reported to the Designated Safeguarding Lead through the usual procedures

FEMALE GENITAL MUTILATION and MALE GENITAL MUTILATION

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

Male Genital Mutilation is the surgical removal of the foreskin on the penis. The procedure is usually required for social, cultural or religious reasons, or for assumed medical benefits. Though the procedure is not considered illegal in the UK, Circumcision may constitute significant harm to a child if the procedure is undertaken in such a way that he:

- Sustains physical, functional or cosmetic damage
- Suffers emotional, physical or sexual harm from the way in which the procedure was carried out
- Suffers emotional harm from not having been sufficiently informed and consulted, or not having his wishes taken into account
- Abusive motive on the part of the person/s conducting the procedure

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. There is a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In addition, Staff should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

Information about statutory duties is provided to staff in annual training up-dates and through Edu-care training

Additional information and guidance can be found in:

- The guidelines indicating the categories and indicators of abuse
- A checklist of Dos and Don’ts for staff
- Information for Temporary and Supply staff

Details of Policy Review and up-date

Policy	Review	Staff
Guidance up-date	Sep 2017	AB