

FINHAM PARK 2

CHILD PROTECTION POLICY

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Date of Last Review:

Reviewed by: Pauline Parkes Sept 2014, R Plester June 2015

Agreed by Governors: (date)

Shared with all Staff: (date)

Frequency of Review: Annually

Date of Next Review: June 2016

Designated Child Protection Officer: Jo Brake

Deputy Designated Child Protection Officer: SENCo- Liz Gaynon

Additional Child Protection Officer: Russell Plester

Named Governor for Safeguarding & Child Protection: TBC

Local Authority Designated Officer (LADO), for allegations against staff:
Liz Egginton at elizabeth.egginton@coventry.gov.uk , tel: 024 7683 4831

Chair of Governors: Catherine Colby- Johnson
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Vice-Chair of Governors: TBC
Telephone number: TBC

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1 Purpose and Aims

- 1.1 Finham Park 2 fully recognises its responsibilities for safeguarding children (child protection).
- 1.2 Our policy applies to all staff, volunteers, governors and visitors in the school.
- 1.3 There are five main elements to our policy:
 - Ensuring we practice safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
 - Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
 - Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
 - Supporting students who have been abused in accordance with the agreed child protection plan
 - Establishing a safe environment in which children can learn and develop.
- 1.4 We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:
 - Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
 - Ensure children know that there are adults in the school whom they can approach if they are worried
 - Include opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2 Statutory Framework

- 2.1 In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and statutory guidance:
 - The Children Act 1989 & 2004
 - The Education Act 2002 (section 175)
 - The Education (Student Information) (England) Regulations 2005
 - Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE, 2011)
 - Working Together to Safeguard Children (DfE, 2013)
 - Keeping Children Safe in Education (DfE, 2015), which is available at
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf
 - Procedures set out by the Coventry Safeguarding Children Board.

3 The Role of the Governing Body

- 3.1 Part 2 of Keeping Children Safe in Education (DfE, 2015) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will:
- 3.1.1 Through the Headteacher, remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management or Governing Body
 - 3.1.2 Ensure that a senior member of staff of the school's leadership team is identified to take the role of Designated Safeguarding Lead as defined in *Keeping Children Safe in Education*, and given in Appendix 1 of this document. A second member of staff, the Deputy Designated Safeguarding Lead, will fulfil this role when the DSL is unavailable.
 - 3.1.3 Ensure that the school has a nominated governor responsible for child protection, to take lead responsibility in the Governing Body for Safeguarding and Child Protection, and to provide support and challenge to the DSL to ensure that the work of the school conforms to this policy.
 - 3.1.4 Ensure that on arrival at school all visitors (including contractors) are provided with a leaflet, Appendix 6 making them aware of their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead or his/her Deputy, and the names of the Designated Safeguarding Leads and his/her Deputy.
 - 3.1.5 Make this policy available to parents and carers through the school website and ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
 - 3.1.6 Ensure that children and young people are taught about keeping themselves safe.
 - 3.1.7 Ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2013). This includes providing a co-ordinated offer of early help¹ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This covers a range of work such as:
 - Working with the named CAF Co-ordinator in Children & Family First regarding resistant families
 - Working to help identify children and young people who are privately fostered
 - Working to help protect children from extremist and violent views through multi-agency work on the PREVENT agenda.
 - 3.1.8 Ensure that the school develops effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including:
 - Attendance at case conferences

¹ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

- Notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
 - Contacting the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'.
- 3.1.9 Ensure that the school's Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Coventry Safeguarding Children Board.
- 3.1.10 Ensure there is a staff behaviour (code of conduct) policy, which links to this child protection policy, and which is shared with all current staff and forms part of the induction training for new staff.
- 3.1.11 Ensure that² any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 3.1.12 Review this Child Protection policy, and its effectiveness, annually (no later than the date of next review given on the front cover).

4. The Role of the Headteacher

- 4.1 The Headteacher, supported by the Designated Safeguarding Lead, must ensure that this policy and associated procedures are followed by all staff.
- 4.2 Ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

5. The Role of the Safeguarding Lead

- 5.1 The broad areas of responsibility of the Designated Safeguarding Lead involve managing referrals/cases and raising awareness of safeguarding and child protection amongst staff. Appendix 1 of this document, drawn from *Keeping Children Safe in Education*, provides more detailed information on these areas of responsibility.
- 5.2 The Designated Safeguarding Lead will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.
- 5.3 In making decisions on whether to refer child protection concerns/disclosures to Children's Social Care the Designated Safeguarding Lead must use Coventry's Children's Social Care Thresholds and Practice Standards, available at: www.coventrylscb.org.uk/files/Thresholds_and_Practice_Standards.pdf
The DSL will consult with the Referral and Assessment Service if still unsure on whether to refer.

² Following guidance from the LADO

6. The Role & Responsibilities of all Staff within School

- 6.1 All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* (Appendix 1 links [here](#) and [here](#)) and ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures.
- 6.2 All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 1 for details). Procedures for reporting concerns are given in section 9.2 and procedures for dealing with a disclosure are given in section 9.5 of this document.
- 6.3 If concerns or allegations regarding a member of staff or the Headteacher then the processes outlined in **section 14** of this document must be followed.

7. Safeguarding Training

- 7.1 The Headteacher must undertake training on child protection at least once every three years (statutory requirement), at LSCB level 1 or above. If the Headteacher is the Designated Safeguarding Lead then he/she shall meet the training requirements set out in 7.2 below.
- 7.2 In addition to basic child protection training the Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training, and then undertake refresher safeguarding training at LSCB Level 2 or Level 3 at least every two years (statutory requirement).
- 7.3 The Deputy Designated Safeguarding Lead must meet the training requirements in section 7.2.
- 7.4 Any newly appointed Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training before taking lead responsibility for safeguarding. The deputy Designated Safeguarding Lead will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead is waiting to receive training
- 7.5 All other staff, who work with children, will undertake safeguarding and child protection training at LSCB level 1, or its equivalent, to equip them to carry out their responsibilities for child protection effectively. This must be kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children must be made aware of the school's arrangements for child protection and their responsibilities
- 7.6 The Chair of Governors, the designated Governor for Safeguarding and Child Protection and Local Authority appointed Governors will undertake the Local Authority's governor safeguarding training at least once every three years
- 7.7 All new members of staff will receive child protection training as indicated in 7.5 above as part of their induction programme
- 7.8 Briefings and updates on child protection and safeguarding procedures (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided on a regular basis, at least annually, but more

frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur

- 7.9 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

8. Promoting Children and Young People's Well-being

- 8.1 The school will teach children about safeguarding and ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2013). This includes providing a co-ordinated offer of early help³ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- 8.2 The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, the Common Assessment Framework (CAF)
- 8.3 Child Protection procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm

9 Dealing with concerns or disclosures regarding a child or young person

- 9.1 All staff and volunteers must be aware that the main categories of abuse are:
- Physical abuse
 - Emotional abuse
 - Sexual abuse
 - Neglect

These categories are described in more detail in Appendix 1 and signs indicating the possibility of abuse are described in Appendix 3.

- 9.2 If any member of staff has a concern about a particular child in their care, they must report their concerns to, and seek advice from the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the designated safeguarding lead immediately so that the Referral and Assessment Service can be informed and the necessary protective measures implemented.
- 9.3 A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore

³ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

imperative that **all** the staff is aware of the signs and behaviour which **may** indicate abuse, as noted in 9.1.

9.4 All staff must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

9.5 When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Explain what has to be done next and who has to be told.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of the disclosure.

- 9.6 The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, immediately. The member of staff must provide the DSL with a signed, dated written record of the concern/disclosure, using the agreed school pro forma. (Appendix 7)
- 9.7 The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.
- 9.8 When the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, has been informed, he/she shall make the decision whether or not to refer the concern to Social Care. When deciding on whether to refer the DSL will consult the Coventry Safeguarding Children Board's document 'Children's Social Care Thresholds and Practice Standards' at www.coventrylscb.org.uk/files/Thresholds_and_Practice_Standards.pdf . The Referral and Assessment Service will be consulted when there is uncertainty about whether to refer.
- 9.9 The Designated Safeguarding Lead must place the concern on the school's safeguarding file for the child (creating one if necessary).
- 9.10 Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the citywide Referral and Assessment Service at Southfields Old School (see contact details below)

**Children's Social Care Referral and Assessment Service
Southfields Old School Site
South Street
Coventry
CV1 5EJ**

Telephone: 024 7678 8555

(NB: The Referral and Assessment Service is due to re-locate on 15 September 2014. A further copy of this updated model policy, with new contact details, will be emailed to all schools at this time)

- 9.11 Additional referral guidance is provided in Appendix 4.

10 Confidentiality

- 10.1 Safeguarding information should be treated as confidential and only shared as part of the agreed school and Coventry Safeguarding Children Board protocols
- 10.2 All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.
- 10.3 Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

11 Communication with Parents / Carers

11.1 Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

12 Recording Keeping

12.1 The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead at the receiving school. The school will retain a receipt for the records signed by the receiving school.

12.2 The information contained will be regarded as confidential. Any request for access to the information by non-Coventry Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Senior Person who is advised to seek legal advice before acting.

13 Safer Recruitment

13.1 The School will comply with the guidance set out in Part 3 of Keeping Children Safe in Education.

13.2 Although not a statutory requirement, at least one member of every appointments panel will have gained accreditation through Safer Recruitment training.

14 Dealing with concerns regarding school staff or volunteers

14.1 To reduce the risk of inappropriate or unprofessional behaviour towards children, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

14.2 A concern, sometimes referred to as an allegation, is any information which indicates that a member of staff/volunteer may have failed to meet the requirements set out in the staff behaviour (code of conduct) policy, or may have:

- Behaved in a way that has, or may have, harmed a child
- Possibly committed a criminal offence against or in relation to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm to children⁴.

14.3 This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.

⁴ These 3 points represent the LSCB threshold for position of trust strategy meetings

- 14.4 All members of staff/volunteers must report any such concerns to the Designated Safeguarding Lead (or in his/her absence to the Deputy DSL), unless the concern relates to these members of staff (in which case they should report directly to the Headteacher). Failure to report it in accordance with procedures is a potential disciplinary matter.
- 14.5 The person to whom a concern or allegation is reported must take the matter seriously, keep an open mind, and must:
- Find time and, if necessary, a suitable place to listen to the person's concerns or allegations.
 - Listen to what is being said without displaying shock or disbelief.
 - Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the person asks that information is kept secret, it is important that you tell the person that you cannot promise complete confidentiality.
 - Allow the person to talk freely. Do not cross examine, interview, or probe. Listen, only asking questions when necessary to clarify.
 - Not criticise the alleged perpetrator.
 - Stress that it was the right thing to share the concerns.
 - Explain what has to be done next and who has to be told.
 - Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
 - Sign and date the record of the disclosure.
- 14.6 The member of staff must provide the Designated Safeguarding Lead (or in his/her absence, his/her deputy) with a signed, dated written record of their concerns, using the agreed school concern pro forma, without delay.
- 14.7 The DSL or Deputy DSL receiving the concern/allegation must not unilaterally determine its validity, and must report the concern/allegation to the Headteacher immediately.
- 14.8 The Headteacher will not investigate the concern itself, or take written or detailed statements, but will assess whether the concern meets any of the three criteria set out in **section 14.2** above. If any of the criteria are met then the Headteacher must contact the LADO (Education) within one working day⁵, and provide the LADO with written confirmation of the concern. The name and contact telephone of the LADO (Education) are given on the front cover of this policy.
- 14.9 The Headteacher shall, as soon as possible, **following briefing** from the LADO inform the subject of the concern.

⁵ Working Together to Safeguard Children (2013)

14.10 If concern is raised regarding the Headteacher, then the Chair of Governors will be contacted, whose name and contact telephone number are given on the front cover of this policy.

In the absence of the Chair of Governors, the Vice Chair will be contacted, whose name and contact telephone are given on the front cover.

14.11 In the event concern regarding the Headteacher the Chair of Governors (or the Vice Chair) shall contact the LADO (within one working day), whose contact details are given on the front cover of this policy.

SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXTREMISM,

15.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

15.2 Finham Park 2 values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Finham Park 2 is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

15.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 7

15.5 Finham Park 2 seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

- 15.6 The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 15.7 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Response

- 15.8 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Finham Park 2 is Jo Brake. The responsibilities of the SPOC are described in Appendix 8.
- 15.9 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.
- 15.10 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

16. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

- 16.1 Our safeguarding policy above, and the school's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 16.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

- 16.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum.
- 16.4 Our school works with and engages our families and communities to talk about such issues.
- 16.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 16.6 Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
- 16.7 Our school brings in experts and uses specialist material to support the work we do.

17. WHAT WE DO WHEN WE ARE CONCERNED

- 17.1 Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.
- 17.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –
- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
 - The school will review the situation after taking appropriate action to address the concerns.
- 17.3 The DSL/SPOC will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (fCAF) and/or making a referral to children's social care. The local family support and safeguarding hub can assist us.
- 17.4 If the concerns about the student/student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a young person who is affected by the behaviour of a parent or other adult in their household.

Part One of *Keeping Children Safe in Education* (DfE, 2015) link [here](#)

Summary

This information has been taken from the main statutory guidance, *Keeping Children Safe in Education* which staff may also wish to read. Link [here](#)

What school staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
2. Children includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.¹ Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.²

The role of the school

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2013*.³ Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
5. Each school should 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.

¹ Such action might be taken under section 47 and section 44 of the Children Act 1989.

² Such action might be taken under section 17 of the Children Act 1989.

³ Department for Education guidance: Working Together to Safeguard Children 2013

The role of school staff

6. The *Teacher Standards 2012*⁴ state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

7. All school staff have a responsibility to provide a safe environment in which children can learn.

8. 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 then have a responsibility to take appropriate action, working with other services as needed.

9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school staff need to know

10. All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); and the designated safeguarding lead.

11. All staff members should also receive appropriate child protection training which is regularly updated.

What school staff should look out for

12. All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

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

14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 20-25.⁵

18 Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to children's social care.

4 The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

16. A child going missing from an education setting is a potential indicator of abuse or neglect. School staff members should follow their procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. More information can be found in this [guidance about children who run away or go missing from home or care](#).

What school staff should do if they have concerns about a child

17. If staff members have concerns about a child they should raise these with the school's designated safeguarding lead. This also includes situations of abuse which may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.⁶ Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.

18. 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. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁷

⁵ Department for Education (DfE) training materials on neglect

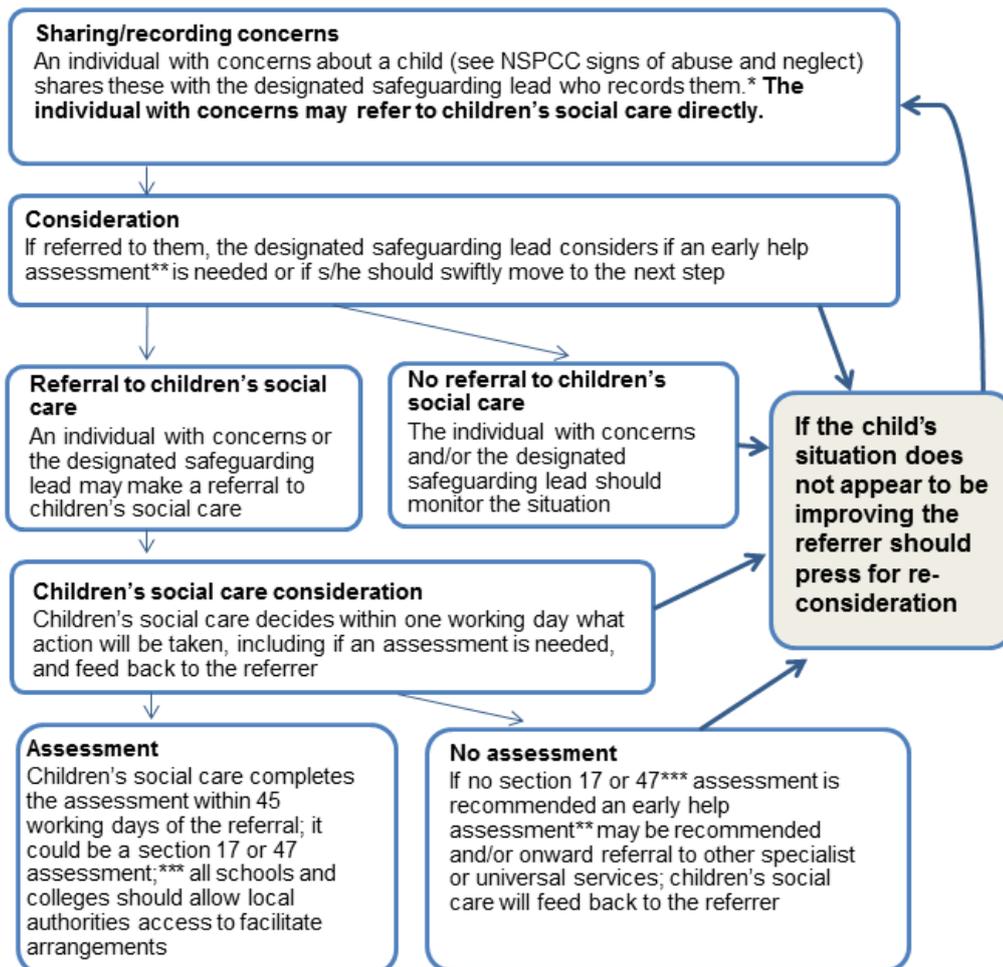
⁶ Advice on whistleblowing can be found on GOV.UK

⁷ Brandon et al, Learning from Serious Case Reviews (SCRs) 2011

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when 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.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Appendix 2 DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;

- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- **Violence or aggression towards others including bullying; or**
- **Isolation from peers.**

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may 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 act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- **Sexually explicit play or behaviour or age-inappropriate knowledge;**
- **Anal or vaginal discharge, soreness or scratching;**
- **Reluctance to go home;**
- **Inability to concentrate, tiredness;**
- **Refusal to communicate;**
- **Thrush, persistent complaints of stomach disorders or pains;**
- **Eating disorders, for example anorexia nervosa and bulimia;**
- **Attention seeking behaviour, self-mutilation, substance abuse;**
- **Aggressive behaviour including sexual harassment or molestation;**
- **Unusual compliance;**
- **Regressive behaviour, enuresis, soiling;**
- **Frequent or open masturbation, touching others inappropriately;**

- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- **Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);**
- **Entering and/or leaving vehicles driven by unknown adults;**
- **Possessing unexplained amounts of money, expensive clothes or other items;**
- **Frequenting areas known for risky activities;**
- **Being groomed or abused via the Internet and mobile technology; and**
- **Having unexplained contact with hotels, taxi companies or fast food outlets.**

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child 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 the 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), 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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- **Fear of parents being contacted;**
- **Running away;**
- **Compulsive stealing;**
- **Appetite disorders - anorexia nervosa, bulimia; or**
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- **Delay in seeking treatment that is obviously needed;**
- **Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);**
- **Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;**
- **Reluctance to give information or failure to mention other known relevant injuries;**
- **Frequent presentation of minor injuries;**
- A persistently negative attitude towards the child;
- **Unrealistic expectations or constant complaints about the child;**
- **Alcohol misuse or other drug/substance misuse;**
- **Parents request removal of the child from home; or**
- **Violence between adults in the household.**

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child; Misappropriation of a child's finances; or inappropriate invasive procedures.
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;

Further information on Child Sexual Exploitation and Female Genital Mutilation

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.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

This document is available to download at: www.gov.uk/government/publications.

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Headteacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

APPENDIX 4: Role of the designated safeguarding lead

Keeping Children Safe in Education (DfE 2015) defines the role in the following terms.

“Governing bodies and proprietors should ensure that the school designates an appropriate member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children’s social care and:
 - The local authority designated officer (LADO) for child protection concerns (all cases which concern a member of staff)
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
 - 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
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - Ensure each member of staff has access to and understands the school’s child protection policy and procedures, especially new and part time staff
 - Be alert to the specific needs of children in need⁶, those with special educational needs and young carers
 - Be able to keep detailed, accurate, secure written records of concerns and referrals
 - Obtain access to resources and attend any relevant or refresher training courses
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

⁶ Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

Raising Awareness

- The designated safeguarding lead should ensure the school policies are known and used appropriately:
 - Ensure the school child protection policy is reviewed annually and the procedures are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
 - 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 in this
 - Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
 - Where children leave school ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main student file.

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser

- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

For guidance and support, contact the Children's Social Care Referral and Assessment Service Telephone: 024 7678 8555.

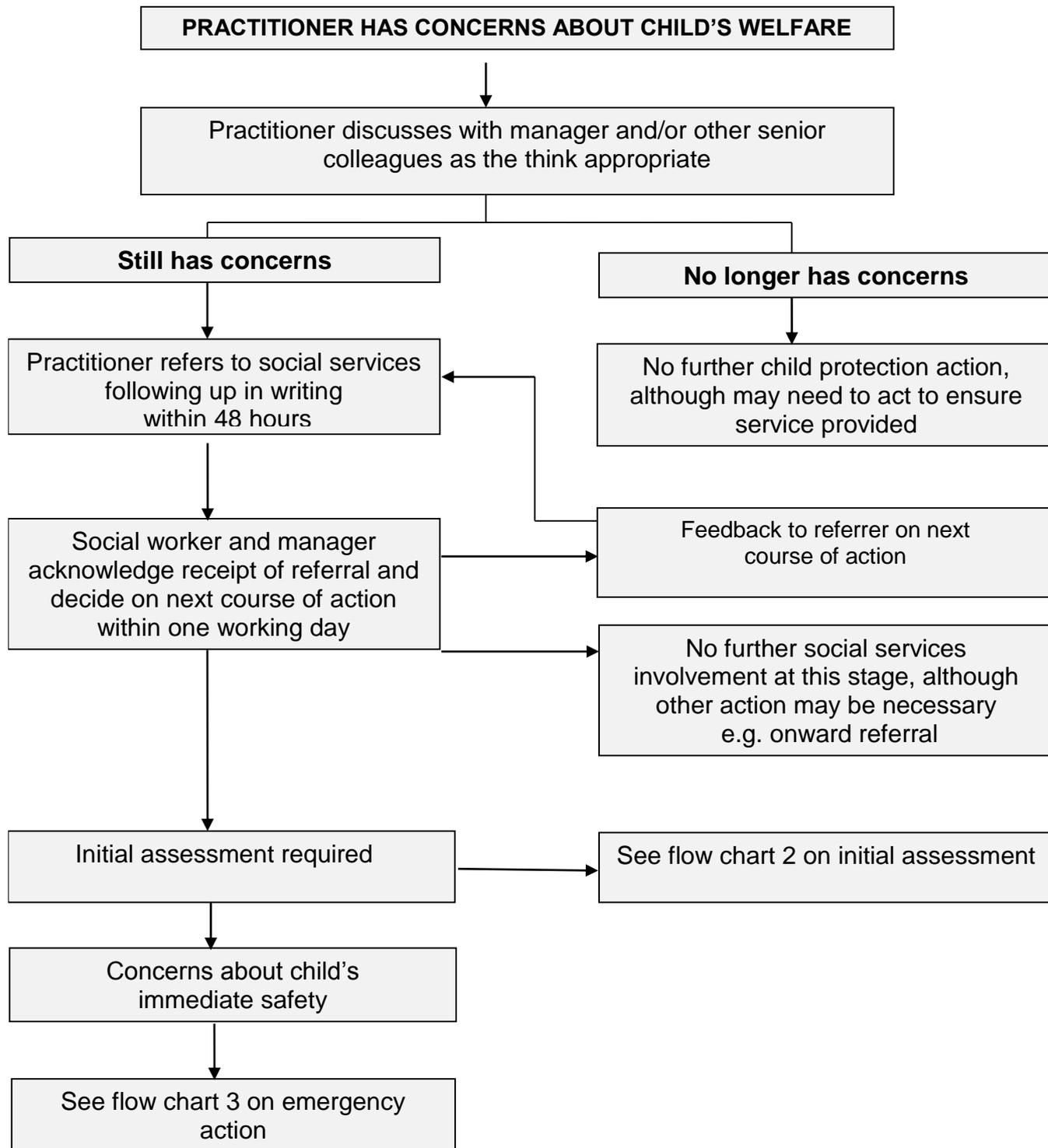
MAKING A DECISION

Further guidance on making a decision is provided in the Children's Social Care, Thresholds and Practice Standards, available at:

[www.coventrylscb.org.uk/Thresholds and Practice Standards.pdf](http://www.coventrylscb.org.uk/Thresholds%20and%20Practice%20Standards.pdf)

APPENDIX 5 Referral Flow Chart
What To Do
If You're Worried A Child Is Being Abused

A FLOW CHART FOR REFERRAL



APPENDIX 6

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. **Inappropriate behaviour by staff/volunteers could take the following forms:**
 - **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. **If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview students.**

3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team. The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student(s), these should be addressed through the school's own internal procedures.
 - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. **Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward.**

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**PREVENTING VIOLENT EXTREMISM -
ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT
(SPOC)**

The SPOC for Finham Park 2 is Jo Brake, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Finham Park 2 in relation to protecting students/students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to :

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

APPENDIX 9 Visitors leaflet

Child Protection Procedures

As a visitor to our school, as a helper or someone who has come to work with our students in any other capacity, it is important that you are aware of our Child Protection Procedures.

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child protection Policy and procedures in place.

All people in the school community have a responsibility to act on any concerns that they have about a child's wellbeing.

If you are concerned about a child's welfare, please speak directly to Pauline Parkes, who is the designated Child Protection Officer or report your concern to reception.

Full details will be recorded including date, time, student's name, your name and a factual account of what was said or observed.

DO NOT conduct your own investigation. Keep all concerns or information confidential.

You might be concerned if:

- You see an injury
- Another person may express concerns
- Something else raises concerns or worries
- A student tells you something

If a student tells you something that needs to be passed on:

- Reassure the child that they have done the right thing
- Listen but do not ask leading questions
- Record and pass on your concerns

Your help in supporting our safeguarding work is appreciated by the school and most importantly by the young people.

Fire Precautions

In the event of the fire alarm sounding continuously at any time, everyone must leave the building immediately using the nearest fire exit – all are clearly marked

You will be directed to the assembly point on the tennis courts.

On discovering a fire, sound the fire alarm by breaking the glass at a call

point. These are situated by stair wells and fire exits throughout the school.

First Aid

In the event of an accident, please contact a member of staff who will assist you and enlist the help of one of our trained first aiders.

All accidents or near misses must be reported and will be recorded accordingly

If you have a medical condition which you would like us to be aware of, so that we can offer some help should it be necessary, please inform a member of staff on arrival

Personal Security

Please keep briefcases, laptops and bags with you at all times whilst on site. Also keep personal belongings and paperwork safe.

Smoking

Finham Park 2 School operates a non-smoking policy; this includes the grounds as well as the buildings.

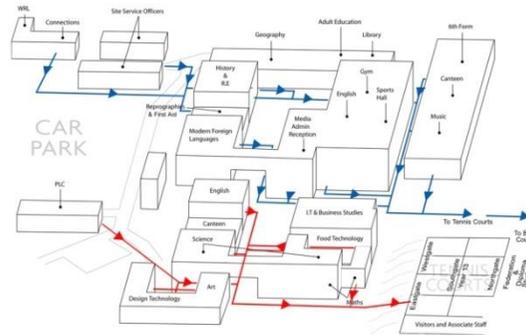
Finham Park 2

This leaflet is designed to help you understand the measures in place to protect our young people. It also contains important health, safety and security information for you whilst visiting our site.

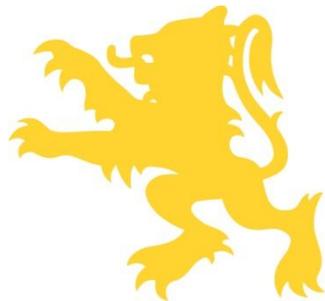
Every visitor is asked to sign the visitor's book at the main entrance and to wear a visitor's badge at all time. Please return the badge to reception or a member of staff as you leave the premises

EMERGENCY EVACUATION

On the sounding of the emergency alarm, please leave the building by the nearest exit and proceed according to the plan below to assembly point on the school tennis courts.



Finham Park 2
Designated Child Protection Officer
Mrs Jo Brake – Assistant Headteacher
t: 024 7641 8135
e: contact@finhampark2.co.uk
w: www.finhampark2.co.uk



CHILD PROTECTION AND HEALTH AND SAFETY PROCEDURES

Information leaflet for Visitors

WELFARE CONCERN FORM

Use this form to record any concern about a student's welfare and hand it to the Child Protection Officer Jo Brake.

If you suspect the student may be suffering abuse or neglect, or you have received a disclosure of abuse from a student, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Student's full name:

Year/Group:

Mentor Group:

Date of this record:

Person reporting:

Why are you concerned about this student?

What have you observed, heard, and/or been told, and when?

Have you spoken to the student?

Yes

No

What did they say? Use the student's own words:

Have you spoken to anyone else about your concern?

Yes

No

Who?

Is this the first time you have been concerned about this student? Yes

No

Further details:

Are the parents/carers aware of your concern?

Yes

No

Signature: _____ Date and time of handing in form: _____

please continue on reverse if more space is required

FINHAM PARK 2

Written by Pauline Parkes
Reviewed and amended
Reviewed by Russell Plester

September 2014
June 2015

Next review date:

June 2016

Approved by Governors:

Signed:

Signed:

Headteacher

Chair of Governors

Date:

Date