



The Norwood School

Draft - Child Protection & Safeguarding Policy

January 2017

Adapted from a model issued by London Borough of Lambeth – September 2016

Name of school: The Norwood School

Child Protection & Safeguarding Policy

Date policy agreed: _____ Annual Review date: _____

❖ The senior designated Safeguarding lead is:

Name: Theresa Corcoran

❖ In his/her absence the deputy designated safeguarding lead is:

Name (1): Richard Cole

Name (2): Janene Rose

❖ The chair of governors is: Lila Thompson

Contact details: _____

❖ The Governor for safeguarding children is: Kate Hodge

Contact details: _____

❖ The designated lead for children looked after is: Janene Rose

❖ The additional school Child protection Officers are: Edith Imafidon and Ferron Morgan

Local Authority Contacts

❖ Lambeth Children's services first response telephone: 020 7926 3100

❖ Out of hours telephone: 0207 926 1000

❖ Local Authority Designated Officer (LADO):

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SECTION	CONTENT	PAGE
1	Roles and responsibilities	5
2	Working with parents and carers	6
3	Confidentiality & Information sharing	6
4	Referral to Lambeth children's social care	7
5	Definition and Indicators of abuse	7
6	Training	7
7	Teaching children about safeguarding	7
8	Physical intervention / positive handling	7
9	Changing for PE lessons	8
10	Record keeping	8
11	Inter-agency work	8
12	Safer recruitment	8
13	Single central record	9
14	Allegation of abuse made against staff	10
15	On-line safety	10
16	Peer on per abuse	10
17	Bullying	11
18	Looked after children	11
19	Children with special educational needs and disabilities	11
20	Children missing from education	11
21	Child Sexual exploitation	12
22	Domestic violence	12
23	Honour based violence	13
24	Female Genital Mutilation	13
25	Forced marriage	13
26	Extremism and radicalisation	14
27	Private fostering	14
28	Raising concerns about safeguarding practice	14
	Policy adoption, monitoring and review	15
	Appendix A – Types of abuse	16
	Appendix B – Responding to a disclosure of abuse	18
	Appendix C – Safeguarding/Child Protection reporting form	19
	The Norwood School Child Protection Procedure	20

Introduction

The Norwood School is committed to providing an environment where children feel safe and are kept safe and all staff contribute to the culture of vigilance which is embedded in our school. All staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.

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 staff 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.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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.

The aims of this policy

There are three elements to our policy to safeguard children

Prevention

Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

Raising awareness of all staff, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safer recruitment procedures

Protection

Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.

Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.

All staff receive regular training and up-dates.

Through the development of effective working relationships with all other agencies involved in safeguarding children.

Support

Ensuring that key concepts of Child Protection are integrated within the curriculum and pupils are educated about risks associated with new digital technologies.

Ensuring that children are listened to and their concerns taken seriously and acted upon. Working with others to support pupils who may have been abused to access the curriculum and take part in school life.

Framework

Key documents that inform this policy are:

- Keeping Children Safe in Education, September 2016
- Working Together to Safeguard Children, March 2015
- What to do if you are worried a child is being abused 2015

Our school procedures for safeguarding children will be in line with the Lambeth Safeguarding Children Board Child Protection Procedures which are based on the London Child Protection Procedures.

1. Role and responsibilities

1.1. The role of the Governing board

The governing board will ensure that The Norwood School meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance 'Keeping Children Safe in Education, 2016'

The governing board will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance.

The governing board will ensure that the following are in place:

- Safeguarding and child protection policies and procedures in place are consistent with Lambeth Safeguarding Children Board procedures.
- A staff code of conduct policy including policies covering staff/pupil relationships and communication and staff use of social media.

The governing board will ensure that a senior member of staff is appointed the designated safeguarding lead with responsibilities for carrying out the statutory duties as set out in this policy.

The school has a designated governor responsible for advocating child protection and safeguarding issues within the school. This governor will liaise with the Headteacher and the designated safeguarding lead and report to the governing board on safeguarding matters.

1.2. The role of the head teacher

The Headteacher will ensure that policies and procedures adopted by the governing board are followed by all staff.

1.3. The role of the Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will be appointed from the senior leadership team and will take the lead responsibility for safeguarding and child protection. Annex B of the DfE Guidance; Keeping Children safe in Education 2016, describes the broad areas of responsibility and activities related to this role. A Deputy DSL has also been appointed to take on the responsibility in the absence of the Safeguarding Lead. The ultimate responsibility for safeguarding and child protection remains with the DSL.

The DSL also co-ordinates the school's representation at Child Protection conferences/core groups and the submission of written reports for such CP meetings. The DSL will ensure that if staff members attend a child protection meeting, they have the authority to make decisions and commit resources on behalf of the school.

The DSL will have oversight of the delivery of school recommendations within Child Protection Plans and will organise the dissemination of information to relevant staff members as appropriate. During term time the DSL and or a deputy will be available during school hours for staff to discuss any safeguarding concerns. The DSL will ensure that there is adequate and appropriate cover arrangements for any out of hours/out of term activities.

This will include ensuring that the staff are aware of reporting procedures and the safeguarding leads.

1.4. The role of the The Norwood School staff

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. If staff members have any concerns about a child's welfare they should report the matter to the DSL using the school form. (Appendix C)

If a child is in immediate danger, or is at risk of harm, the DSL will refer to children's social care and/or the police immediately.

Though the responsibility to refer to children social care lies with the DSL, anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

2. Working with parents and carers

The Norwood School recognises the importance of working together in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the statutory role in safeguarding and promoting the welfare of children, including the duty to refer pupils, where necessary.
- ensure the necessary policies are available on the website, or on request.
- involve parents and carers in the development of school policies to ensure their views are taken into account.

The school will ensure a robust complaints procedure is in place to deal with issues raised by parents and carers.

3. Confidentiality and information sharing

If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.

Parental consent to refer to Children's Social Care can be dispensed if seeking consent is likely to result in the child suffering significant harm. School have a legal duty to share this information with Children's Social Care.

If a child is subject to a child protection investigation, school will share any information about the child requested in writing by Children's Social Care.

4. Referral to Children’s Social Care

Referral to Children’s services first response team will be made using a Common Assessment Framework (CAF), or Multi-Agency Referral Form (MARF).

Lambeth

Children’s services first response telephone: 020 7926 3100

Out of hours telephone: 0207 926 1000

Email – dutymanger@lambeth.gov.uk

Croydon

Children’s Services First Response telephone: 020 8726 6400

Out of hours telephone: 020 8726 6400

Email – childreferrals@croydon.gov.uk

Southwark

Children’s Services First Response telephone: 020 7525 1921

Out of hours telephone: 020 7525 5000

Email - MASH@southwark.gov.uk

5. Definitions and Indicators of abuse

For definitions and indicators of abuse, refer to [appendix A](#)

For guidance on responding to a disclosure of abuse, refer to [appendix B](#)

6. Training

Our Governing board will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be updated at least every three years and is in line with advice from the Lambeth Safeguarding Children Board.

The DSL and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years

All staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Opportunities will be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

7. Teaching children about safeguarding

Our governing board will ensure children are taught about keeping themselves safe, including online, through teaching lessons about PSHE across the curriculum, during assemblies and tutor times and through the use of drop down days. Additional opportunities for pupil voice, as part of providing a broad and balanced curriculum will also be provided.

8. Physical intervention / positive handling

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

Our Use of Reasonable Force procedures are in line with DfE Guidance on the ‘Use of Reasonable Force’.

Refer to our separate policy on positive handling / restraint and the reasonable use of force.

9. Changing for P.E. and Dance lessons

Changing for PE and dance can cause anxiety for some pupils, can influence their perception of the subject and determine whether it is an enjoyable and positive experience. Being in a state of undress can also cause some children to feel vulnerable, particularly those who have experienced abuse, and cause them to misunderstand or misinterpret the actions of an adult.

10. Record keeping

The DSL will ensure that all child protection records and safeguarding concerns are kept separately from pupil records. The records will be stored securely, by encryption and/or password protecting electronic files. Paper records will be secured in a locked cabinet with restricted access. Information from the records may be shared with school staff on a need to know basis.

When a pupil transfers to a new school we will ensure that the child protection records are addressed to the DSL and sent separately from the general records to the new school.

Current timescales for the retention of Child Protection Records are D.o.B. +35 years after which they should be destroyed.

The general Pupil Record / Files are to be retained for D.o.B. +25 years after which they should be destroyed.

11. Inter-agency working

The Governing board will ensure that The Norwood School contributes to inter-agency working in line with statutory guidance Working together to safeguard children. School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

All schools and colleges should allow access for Children's Social Care to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

12. Safer recruitment

The Norwood School will adopt safer recruitment procedures that help deter, identify, or reject people who might abuse children. We adhere to the statutory guidance 'Keeping Children Safe in Education, Sept. 2016, to ensure that all staff working in our school have had the appropriate checks carried out.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training

Staff working in the school, engaged in regulated activity, will require an enhanced DBS certificate, which includes barred list check.

All staff employed to carry out work will require an additional check to ensure that they are not prohibited from teaching.

The Teachers' Disciplinary (England) Regulations 2012 apply to schools and sixth form colleges and any person that is subject to a prohibition order is prohibited from carrying out teaching work in those establishments.

Where an individual starts work in regulated activity before the DBS certificate is available, we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

The school will carry out a risk assessment and put in place any necessary measures to ensure that the pupils are safe whilst awaiting for an outcome of the DBS check.

Teacher prohibition orders prevent a person from carrying out teaching work in schools and sixth form colleges. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

We will ensure that under no circumstances a **volunteer** is allowed to work with children unsupervised. For volunteers, not involved in regulated activity, the DBS certificate will not include a barred list check. Checks carried out on volunteers, will be recorded on the single central record.

All volunteers will be suitably supervised and may be subject to an Enhanced DBS Check but without a check of the Children's Barred list. Supervised activity does not fall under the definition of Regulated Activity.

Volunteers will work under the direct management of a staff member, who is in Regulated Activity and vetted accordingly, and all volunteers will be subject to the same code of conduct as paid employees of our school. They will have a 'job description' pertaining to the volunteering role provided with appropriate induction.

For **supply staff**, school will also include whether written confirmation that the employment agency supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

13. Single Central Record (SCR)

The Norwood School will keep a single central record (SCR), covering the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school:

The following information will be recorded for all staff including teacher trainees on salaried routes. The SCR is verification that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

We will ensure that DBS checks are renewed every three years for all staff, and will be a condition of service. Staff may subscribe to the DBS Update Service allowing a status check to be carried out regularly.

We will ensure that all staff in Regulated Activity are checked against the DBS' Children's Barred List prior to their appointment as part of the vetting process. A separate DBS Children's List check will be carried out if application for the checks has not been completed by the start date.

The Norwood School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child or if we have a reason to believe the member of staff has committed one of a number of listed offences and as a result we have removed them from working in Regulated Activity. Such referrals to the DBS apply to paid or unpaid staff where we are the employer and also applies where we would have removed that person from Regulated Activity had that person not resigned from our employment.

14. Allegation of abuse made against teachers and other staff

Parents have the right to make a formal complaint against the action of the school and/or its employees and such complaints will be dealt with in line with the school's Complaints Procedures.

Where it is alleged that a member of staff (including volunteers) in the school has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

the matter will be dealt with in line with the allegations procedures as set out in Part Four of 'Keeping Children Safe in Education, 2016.

Allegations against staff must be brought immediately to the attention of the Headteacher, not the DSL (unless that is the same person). The Headteacher will only carry out initial enquiries (**not an investigation**) prior to a discussion with the Local Authority Designated Officer (LADO).

Any allegation relating to the Headteacher **must** be brought to the attention of the Chair of Governors who will consult LADO.

All referrals relating to an allegation against an adult working with children will be made to Social Care via the Children's services first response team using the LADO referral form.

Outcomes of all investigations into allegations made against staff will be notified to schools, colleges and early years safeguarding leads (Sarwan Singh Jandu / Denys Rasmussen) on completion.

Allegations against a teacher who is no longer teaching or allegations that are historical will be referred to the police.

15. Online safety

The use of technology and social media has become a significant component of safeguarding children. Child sexual exploitation; radicalisation; sexual grooming; technology often provides the platform that facilitates harm.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the governing board will ensure appropriate filters and appropriate monitoring systems are in place. The approach to online safety is to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

Pupils will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age. Pupils will be encouraged to use the internal systems for example the Form Tutor, trusted staff, to whistle blow or raise issues of safety in confidence.

16. Peer on peer abuse

Staff should recognise that children are capable of abusing their peers. The school will consider peer on peer abuse seriously; it should never be tolerated or passed off as "banter" or "part of growing up". Different forms of peer on peer abuse:

- Bullying / cyber bullying
- Sexting
- Sexual touching
- Physical harm
- Subjected to an initiation rite

It must also be remembered that children who harm others are likely to have considerable needs themselves and may have witnessed violence in the family or have been exposed to physical or sexual harm, or may have committed other offences.

17. Bullying

Refer to the school anti bullying policy

18. Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Governing board will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Our designated teacher for looked after children is:

Name: Janene Rose

We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will 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 DSL will have details of the child's Social Worker and the name of the virtual school head in the authority that looks after the child.

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated teacher for looked after children will work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

19. Children with special educational needs and disabilities (SEND)

Children with special educational needs and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

Awareness of these additional barriers is reflected in the training for staff.

20. Children missing from education (CME)

A child going missing from education is a potential indicator of abuse or neglect. We will follow the school procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

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

The school will inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has 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;
- is in custody for a period of more than four months due to a final court order and the governing board does not reasonably believe they will be returning to the school at the end of that period; or,
- has been permanently excluded.

The local authority will be notified when a pupil is removed from the register for any of the five reasons above. The school will comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

THE SCHOOL HAS A DUTY TO INFORM THE LA OF ANY ADDITIONS TO THE SCHOOL ROLL THAT DO NOT FORM PART OF INITIAL SECONDARY TRANSFER.

21. Child sexual exploitation (CSE)

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

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

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

Staff will report any concerns to the DSL.

22. Domestic violence (DV)

The definition of Domestic Violence includes, any pattern of controlling or coercive or threatening behaviour, (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are or who have been intimate partners or family members regardless of gender or sexuality.

The definition of harm as amended from the Adoption & Children Act 2002: 'Impairment suffered from seeing or hearing the ill treatment of another' particularly in the home, even though they themselves have not been directly assaulted or abused.

The Norwood School recognises that DV will have an impact on aspects of a child's life. The harm suffered will vary according to the child's resilience or otherwise to his or her particular circumstances. We recognise that the victim's capacity to protect their child/ren is diminished through anxiety about their own circumstances.

School will allow an opportunity for the abused partner (predominantly the woman but not exclusively so) to disclose the harm. We will ensure that all information is dealt with securely and sensitively and refer the matter to Children's Social Care where there is a child/ren at risk of significant harm and/or neglect.

23. Honour based violence (HBV)

'Honour-based' violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and will be handled and escalated as such.

24. Female genital mutilation (FGM)

FGM is considered child abuse and a grave violation of the human rights of girls and women. It comprises of procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal to subject any child to FGM in the UK and to take a child abroad to undergo FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils.

Any member of staff who has an FGM concern should discuss with the DSL who will involve Children's Social Care as appropriate.

Typical identifiers / triggers are:

- Family comes from a community known to practice FGM
- Family / child may asked to be excused PE / swimming on return from abroad
- Family / child may confide that she is going to a 'special ceremony' when on holiday
- Female child is known to have a sister that has already undergone FGM
- Family withdraws female child from PSHE / SRE

25. Forced marriage

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

If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the DSL without delay for appropriate action to be taken. Where there is a risk

that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit as well as local authority social care.

FMU contact: 020 7008 0151 or email: fmu@fco.gov.uk

26. Extremism and radicalisation

Refer to our policy on 'Preventing extremism and radicalisation'

Protecting children from the risk of radicalisation should be seen as part of school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation.

From 1 July 2015, schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 of the need to prevent from people from being drawn into terrorism. This duty is known as the Prevent duty.

Our staff have undertaken Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the DSL undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

27. Private fostering

Where school becomes aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the DSL for child protection. The school will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child.

28. Raising concerns about safeguarding practice.

Initially concerns will be raised with the line manager. The concern should be escalated to the headteacher if it has not been addressed to the satisfaction of the person raising the concern. Where staff feel unable to raise an issue or feel that their concern is not being addressed, follow the whistle blowing procedures outlined in the staff behaviour policy.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2016'

Policy Adopted by Governors on: _____

Policy Due for Review on: _____

Appendix A – Types of abuse and their symptoms

I. 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Unexplained injuries – bruises / abrasions / lacerations • The account of the accident may be vague or may vary from one telling to another. • Unexplained burns • Regular occurrence of unexplained injuries • Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion. 	<ul style="list-style-type: none"> • Withdrawn or aggressive behavioural extremes • Uncomfortable with physical contact • Seems afraid to go home • Complains of soreness or moves uncomfortably • Wears clothing inappropriate for the weather, in order to cover body. • The interaction between the child and its carer

II. 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 involve a parent failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

-Neglect indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Unattended medical need • Underweight or obesity • Recurrent infection • Unkempt dirty appearance • Smelly • Inadequate / unwashed clothes • Consistent lack of supervision • Consistent hunger • Inappropriately dressed 	<ul style="list-style-type: none"> • Poor social relationships • Indiscriminate friendliness • Poor concentration • Low self-esteem • Regularly displays fatigue or lethargic - Frequently falls asleep in class • Frequent unexplained absences

III. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations 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;
- Seeing or hearing the ill-treatment of another;
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Poor attachment relationship • Unresponsive / neglectful behaviour towards the child's emotional needs • Persistent negative comments about the child. • Inappropriate or inconsistent expectations • Self-harm 	<ul style="list-style-type: none"> • Low self-esteem • Unhappiness, anxiety • Withdrawn, insecure • Attention seeking • Passive or aggressive behavioural extremes

IV. 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 acts of sexual abuse, as can other children.

Sexual abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Sign of blood / discharge on the child's underclothing. • Awkwardness in walking / sitting • Pain or itching – genital area • Bruising, scratching, bites on the inner thighs / external genitalia. • Self-harm • Eating disorders • Enuresis / encopresis • Sudden weight loss or gain 	<ul style="list-style-type: none"> • Sexually proactive behaviour or knowledge that is incompatible with the child's age & understanding. • Drawings & or written work that is sexually explicit • Self-harm / Suicide attempts • Running away • Substance abuse • Significant devaluing of self • Loss of concentration

Appendix B – Responding to a disclosures of abuse

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the DSL for child protection concerns.
- Do reassure and alleviate guilt.

For example you could say; “you are not to blame.”
“You have done the right thing to tell someone.”

- Do not ask leading questions.

For example, “What did she do next?” (this assumes that she did), or “did he touch your private part?”

- In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do not ask the child to repeat the incident for another member of staff.

The child may well have to tell the story again, and to do so repeatedly will cause undue stress.

- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Discuss your concern/disclosure with the DSL at the school.
- Record carefully what has been said and what actions have been agreed.

Appendix C – Safeguarding / Child Protection reporting form

Your Name:

Pupil Name:

Tutor Group:

Date:

Date alleged incident/abuse took place (if disclosed):

Where alleged incident/abuse occurred (if disclosed):

Explanation of what has been disclosed:

How was this disclosed?

Child Protection team only:

ACTION TO BE TAKEN

Referral to Children’s Social Care	Yes/No (Delete as appropriate)
Contact Parents If Yes, Outcome to be recorded	Yes/No (Delete as appropriate)
Inform Head of Year if appropriate	Date:

The Norwood School Child Protection Procedures

Action by Teachers / Teaching Assistants

Non-urgent

- Discuss with Head of Year
- Consult with DSL
- Continue monitoring
- Document briefly on Behaviour Watch
- Review at a later date and decide if further action is necessary

Urgent

- Ensure child is safe
- Discuss with Head of Year or refer immediately to Designated Child Protection team (T.Corcoran, J.Rose, E.Imafidon, F. Morgan)
- Write up details and email to Child Protection group on school email list.
- Record a line on Behaviour Watch stating that a conversation with the pupil took place and that you have referred it to the CP team.
- DSL contacts Social Services, and documents this on a Common Assessment Framework Form (CAF)

Action by Designated Child Protection Staff

Non-urgent

- Discuss with Head of Year
- Refer to school doctor/nurse if appropriate
- Refer to Social Services if concerns remain

Urgent

- Refer immediately to Child Protection team
- Ensure child is safe
- Seek immediate medical advice if necessary
- Telephone Children's Social Care
- Write up report

The Designated Child Protection staff should also.....

- Keep an up-to-date list of students on the Child Protection Plan
- Attend case conferences
- Liaise regularly with the school nurse where appropriate
- Support staff by giving advice about child protection and/or arranging training as appropriate.
- Write brief accounts and circulate as appropriate, on a need-to-know basis.
- Ensure that all reports related to Child Protection issues are timed, dated and written appropriately, using the Common Assessment Framework Form (CAF)