



# Hollinsclough C of E Academy

## Child Protection, Safeguarding Children and Prevent Policy & Procedures: 2016

### Mission Statement

*'To encourage the enthusiasm and joy of learning through a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.'*

### *Developing potential*

### Pre-amble

**Child Protection** – A broad term to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm

**Child Safeguarding** – *'The process of 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'*.

*"Safeguarding ... is an issue addressed not only with increasing sureness by those responsible for keeping children and learners safe, but one felt keenly by those most vulnerable to harm and neglect"*

Her Majesty's Chief Inspector – Ofsted Annual Report 2009/10

*"Safeguarding systems in and around the school are rigorous and secure"*

Our own Ofsted Inspectors judgement September 2013

*\*\*\*\*\* It is important that this Policy and Procedures document should also be read in conjunction with our school specific Flexi-Schooling Policy 2015, the Flexi-School Memorandum of Understanding 2015 and the Early Years related policies \*\*\*\*\**

**Prevent (Extremism & Radicalisation)** - Under the Counter Terrorism and Security Act 2015 our school also has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism.

The accepted Government definition of extremism is defined 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'*.

As a school we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally

### Introduction

We recognise our legal duty under s175 Education Act 2002, along with the 1989 and 2004 Children Acts and we take seriously our responsibilities to protect and safeguard the interests of all children.

Our school recognises that effective child protection requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations

This Policy has regard to the statutory guidance 'Working Together to Safeguard Children' March 2015 and 'Keeping Children Safe in Education' September 2016 (KCSIE). The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) policies and procedures and their training strategy and reflects what the SSCB considers to be safe and professional practice. Child protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

These procedures aim to provide a framework which ensures that all our practice in regard to safeguarding children is consistent with the stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.

This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching, including temporary and supply), governors and volunteers to ensure that statutory and other duties are met. All staff and volunteers need to have read and be familiar with this Policy, and our internal procedures around referral, including contact details of the Designated Safeguarding Leads (referred to as DSL(s) in subsequent paragraphs)

This policy will be reviewed by our Governors on an annual basis, or more frequently if unforeseen events / circumstances dictate.

### Preventing Extremism and Radicalisation

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way

Therefore we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, they understand and become tolerant of difference and diversity, and also to ensure that they thrive, feel valued and not marginalised. Furthermore we are aware that young people can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school will follow guidance provided by the DfE / Government office any locally agreed procedure as set out by the Local Authority and/or Staffordshire Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

### Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some *young people becoming alienated and disempowered, especially where the narrow* approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools<sup>1</sup> November 2014.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it

We will be flexible enough to adapt our teaching approaches, as appropriate, as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people using a pupil centred approach
- Facilitating a 'safe space' for dialogue
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience

Our intention is ensure this approach is embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools Christian approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's **School Inspection Handbook August 2016** and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum when required that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focussed educational programmes

When required we will help and support pupils who may be vulnerable to extremist influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances we will seek the support from the relevant bodies working to prevent extremism.

## **Safeguarding and Promoting the Welfare of Children**

The definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children 2015 is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children grow up in circumstances consistent with the provision of safe and effective care taking action to enable all children to have the best outcomes

## **Underpinning values**

Where there is a safeguarding issue, we will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency Child Protection procedures, where:

- **A child's welfare is paramount.** *Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.*
- **Each child is unique.** *Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.*
- **Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.**
- **Each child has a right to be consulted about actions taken by others on his/her behalf.** The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school/college to share information with Children's Social Care. This will be explained to the child or family member and appropriate reassurance given.
- **Individual family members must be involved in decisions affecting them.** They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations
- **Open-mindedness and honesty must guide each stage of assessment and of operational practice.** *The strengths of individual family members, as well as their needs, should be given due consideration.*
- **Personal information is usually confidential.** *It should only be shared with the permission of the individual concerned, or **unless** the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.*
- **Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.**
- **Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free.** *Unavoidable technical and professional terminology should be explained in simple terms.*
- **Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.**
- **Providing early support** *is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children and enshrined in legislation and statutory guidance (Children's Act 2004, Working Together to Safeguard Children 2015, Keeping Children Safe in Education 2015)*
- **Parents will be advised about (name of school/college) Safeguarding Policy via the school prospectus and on admission to our school (e.g. in 'welcome' meetings).** *A copy of this policy is available on our school website.*

## **Thresholds for Intervention:**

### **Early Support: Early Help Assessment**

Practitioners should complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

All staff receive EHA awareness training and our DSL ensure staff are familiar with any changes to current EHA processes. Staff should discuss children who appear to have additional needs with the DSL / EHA Lead, the child and parents. Our staff will obtain parental /pupil consent for an EHA to be completed.

Our EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST).

Staff will follow the guidance of the SSCB Threshold Document - accessing the right help at the right time ([www.staffsscb.org.uk](http://www.staffsscb.org.uk) – procedure 1E). We inform the LST Co-ordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family.

## **Child in Need:**

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

**Is this child in need?** S17 of the Children Act 1989 states that an assessment for services should be undertaken by the Local Authority in the following circumstances if;

- A child is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the DSL considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team (FRT) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT.

Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need. This could include children who self-harm or disclose the intent / desire to commit suicide (SSCB procedure 4U).

## **Child Protection**

Is this a child protection matter? S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Our school staff do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Schools refer reasonable concerns which indicate that a child may be at risk of significant harm.

If our staff consider the concern is potentially a child protection matter, this is then discussed without delay with the designated person who will refer to First Response or, if applicable, the child's current social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the Designated Person to children's social care in that area. (Other county contact numbers are available in the school office)

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

## **Guidance on 'Whether this is a Child Protection Matter'**

If staff have significant concerns about any child they must make them known to the Designated or Deputy DSLs without delay in accordance with reporting and recording procedures.

### **These concerns may include:**

#### **Physical abuse:**

This 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 (Working Together to Safeguard Children' 2015).

#### **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 over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. 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 of a child, though it may occur alone (Working Together to Safeguard Children' 2015).

### **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 of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (Working Together to Safeguard Children' 2015).

### **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 (e.g. 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 online images, watching sexual activities, or 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.

(Working Together to Safeguard Children' 2015)

### **Concerns about children who abuse other children**

Abuse is not always due to the actions of adults. Sometimes children abuse other children. Emotional abuse may involve serious bullying, including isolating a particular child, derogatory name calling and / or making threats, and may include online bullying through social networks, online games or mobile phones. Bullying behaviour can include physical assault. Children may also sexually abuse and exploit other children.

We work with children, parents and staff to create to an ethos of mutual respect and will robustly address concerns that children are suffering abuse due to the behaviour of other pupils.

Our Pupils are encouraged to talk to staff if they have worries and concerns, and there are processes where they can report any problems confidentially and anonymously.

Parents and carers are also encouraged to talk to staff if they have concerns, and should refer the matter to the DSLs in the setting if they feel that the matter is not being addressed or the situation is not improving. This school/college will follow our bullying policy (signpost here) when this is appropriate to the circumstances, and follow the Behaviour and Discipline Policy should sanctions be necessary.

If the concerns are in respect to an allegation of a criminal nature, the school may share information with the police without reference to the parents, carers or the children e.g. physical assault, sexual assault, sexting (see eSafety section of policy below). In regards to allegations or concerns that a child has demonstrated harmful sexual behaviour, we will follow the SSCB procedure in this regard (procedure 4i) and also share information about the child or children involved with children's social care. In order to protect all children at the school, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a risk to, another child, or implement risk management procedures which may restrict movement of the child in our setting, or restrict activities.

If there are concerns that a child attending this school may have been seriously harmed, or at risk, due to the actions of children within the community, but not attending the school, we will share information appropriately with other agencies to safeguard and promote their welfare.

### **Making referrals**

Where a child is registered at school, consultation must take place with the school's DSL who will be the most appropriate person to initiate any referral. A written record of your concerns should be made using the schools internal recording form. This should then be given to the DSL who will then make the decision whether a referral is needed to the First Response Team or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the DSL to the relevant Children's Social Care team in that area.

As per statutory government guidance '**Keeping Children Safe in Education**', anybody can make a referral. However, due to the role of the DSL this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or Deputy DSL, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team to discuss concerns. In these circumstances, the DSL must be informed about the referral as soon as possible.

For referral to First Response phone 0800 1313126. The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multi-agency form is available from the SSCB website (procedure 3B): [www.staffsscb.org.uk](http://www.staffsscb.org.uk)

### **Confidentiality**

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

*“I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety, or that is illegal, but I will tell you if I am going to pass information on and who to.”*

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). However, the welfare of the child is paramount (The Children Act 1989) and there may be reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children’s social care. Information may also be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. The school/college follow the information sharing guidance provided by the government and the SSCB in considering the sharing of personal information when there are safeguarding concerns.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care / Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

### **Talking to and listening to children**

#### **If a child chooses to disclose, you SHOULD;**

- be accessible and receptive
- listen carefully and uncritically at the child’s pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass this information on
- make a careful record of what was said

#### **You should NEVER;**

- take photographs or examine an injury
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping ‘secrets’
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about the persons allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure

For children with communication difficulties, or who use alternative / augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

### **Record keeping**

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. This will include any unexplained bruising, marks or signs of possible abuse or neglect.

#### **Records should:**

- state who was present, time, date and place;
- use the child’s words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder;

Records about child protection or pertaining to welfare concerns or issues, including EHA paperwork, will be retained securely and separately to the curriculum records of the child. If the child moves to another school or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the DSL of the receiving school.

### **Injuries on Arrivals Procedures**

All children arriving with injuries will have those marks noted (see Appendix A) and adults given the opportunity to share their views.

Any concerns will be discussed and appropriate actions taken.

### **Injuries Noticed Later**

Injuries noticed later in the day will be noted, discussed and appropriate action taken.

### **Information Received Will Be Taken Seriously**

Information received from third parties will always be taken seriously, noted, discussed and appropriate action taken.

### **Information Received from a Child**

Information received from a child will also be taken seriously, noted, discussed, and appropriate action taken.

### **Injuries Incurred at School**

Injuries incurred at school will be, noted, discussed, and appropriate action taken.

Appropriate action will involve contacting relevant outside agencies where conditions arise outside of school staffs area of skill or knowledge.

### **Attendance at Child Protection Conferences**

The DSL or their deputy will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report.

Parents should be informed of what is in the report as there should be no surprises about the information shared at a Child Protection Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the DSL.

### **Safer Recruitment**

When recruiting new members of staff, we follow the government guidance '**Keeping Children Safe in Education' 2016** and safer recruitment principles, and we have due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012.

We use separate written recruitment and selection procedures in place and we ensure that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained, qualifications are verified, and that successful applicants for qualified teacher posts are checked against the 'prohibition of teachers' list. In accordance with regulations and 'Keeping Children Safe in Education' 2015, the school retain a 'single central record' of when the appropriate checks are undertaken in regard to relevant staff.

Safer recruitment training has been undertaken by senior members of staff and appropriate Governors who sit on recruitment panels in accordance with guidance and best practice principles

### **Induction and Training**

All staff are encouraged to read the full government guidance 'Keeping Children Safe in Education' 2015 and have been given a copy of part one of this guidance which they must read (see pg. 3 of 'KCSIE' 2015).

Newly appointed staff and volunteers have a robust induction into the safeguarding procedures when they join our school. They will be made aware of the Staffordshire Safeguarding Children Board procedures ([www.staffsscb.org.uk](http://www.staffsscb.org.uk)) as part of that induction programme, and be given a copy of part one of 'keeping children safe in education' 2015, our safeguarding policy and the staff behaviour policy / staff code of conduct .

All Staff are required to attend appropriate child protection / safeguarding training to enable them to identify signs of possible abuse and neglect and respond in a timely and appropriate way, in accordance with the SSCB training strategy. This training should normally take place within 6 months of joining our school. The child protection and safeguarding training given to each member of the organisation will be refreshed and updated at least every three years. The DSL will retain records of all child protection and safeguarding training accessed by staff and volunteers.

The Designated and Deputy Designated Safeguarding Leads will attend Staffordshire Safeguarding Board Courses at Level Two and above at least every 2 years in order to maintain continuous professional development and comply with statutory guidance and the SSCB training strategy. The DSLs will cascade relevant safeguarding information and training to staff in the school and enable relevant staff to attend specific training events.

### **Professional support**

We recognise the importance of professional reflective support for staff when working with vulnerable children, particularly in relation to child protection cases. Arrangements are in place for the Designated Safeguarding

Leads to have regular and scheduled professional support. The Designated Safeguarding Leads offer appropriate support to other staff within the school /college according to need or at their request.

### **Providing a safe working culture**

We have in place a staff behaviour policy and code of conduct, which applies to all permanent and temporary staff, and adult volunteers working in this organisation. Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to the staff behaviour policy and code of conduct and follow the safer working practice guidance given by our school. Our staff behaviour policy and code of conduct includes expectations about staff behaviours including outside of the working environment, staff pupil relationships and communications, including the use of social media. Any reason for staff to be having personal, social contact with pupils at the school must be explained to the Headteacher with the rationale and any safeguarding actions required will be recorded.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student, even when the pupil/student is over the age of consent but under 18 years of age.

Staff are advised to use the following sensible precautions when working alone with children:

- Avoid working in isolation with children unless thought has been given to safeguards
- work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)

Any use of physical force or restraint involving pupils/students will be carried out and documented in accordance with the relevant physical intervention policy.

If it is necessary to use physical intervention (for example to prevent the child hurting themselves or others) parents will be informed. Children who attend our setting will not be punished by any form of hitting, slapping, shaking or other degrading treatment, including verbal abuse.

Our Governors recognise their responsibility to remain vigilant and ensure that all staff and volunteers are, and remain, suitable to work with children.

Our school complies with the requirements of the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009. Therefore adults who work in, or manage, our early years setting are required to inform the headteacher if they have, or during the course of their employment, are convicted for a relevant offence which disqualifies them from working with children. They must also inform the Headteacher if they live in the same household as a person who is, or becomes, disqualified because they have committed a relevant offence against a child or adult. In such cases the worker is required to seek a waiver from Ofsted to allow them to continue to work with this cohort of children. Whilst the application for a waiver is being considered by Ofsted, our school will take appropriate measures in regards to staffing, which may include re-deployment or suspension.

In addition, irrespective of the age group worked with, any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform our headteacher. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during, their employment at the school. (This would not include 'spent' convictions under the Rehabilitation of Offenders Act). Our Headteacher will discuss any potential safeguarding matters with the Local Authority Designated Officer (LADO) and any required action will be agreed.

Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the Headteacher. The headteacher will discuss with the LADO in accordance with SSCB procedures for dealing with allegations against adults who work in a position of trust with children (SSCB procedure 4a). Appropriate action will be agreed.

Our staff have a professional duty to report concerns about the conduct of other adults working in our school if there are indications that a child or children could be at risk of harm. Adults working in our school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. Allegations of abuse made against adults working in our school whether historical or current, should be reported to the head teacher (or, if the allegation is against the headteacher, it should be reported to the Chair of Governors). Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff. Staff raising genuine concerns, even if, on investigation, these concerns are not substantiated, will be supported by the senior leadership team, and their employment protected.

Staff who fail to follow our school policies and procedures for safeguarding and promoting the welfare of children may be subject to disciplinary procedures.

### **Protecting yourself against allegations of abuse**

Our staff are mindful of the need to keep their personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur.

Our guiding precautions are that when working alone with children they should;

- work in a room where there is a glass panel in the door, or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with children unless thought has been given to safeguards
- must not give out personal mobile phone numbers or private e-mail addresses
- must not give pupils lifts home in their own car
- must not arrange to meet them outside of school hours
- avoid where possible, developing personal out of school friendships with parents (either directly or indirectly), that could impact on expected professional conduct
- must not befriend, or chat to pupils on the social networking, or comment websites (This extends to those pupils who have left the school)
- must not make personal intended contact either by email, telephone or in person, with any ex-pupils – all communications of this type should be made via Headteacher to the parent

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others, parents will be informed.

Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

### **Allegations of abuse against a professional**

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children in relation to any staff member or volunteer is therefore taken seriously.

In line with government guidance and SSCB procedures, the Headteacher / Chair of Governors will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust 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;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children(Keeping Children Safe in Education April 2015)

This initial discussion will establish the validity of any allegation under SSCB procedures ([www.staffsscb.org.uk](http://www.staffsscb.org.uk) procedure 4A) and if child protection enquiries may be required due to a child having possibly suffered, or being at risk of suffering, 'significant harm'. If this is the case a referral will be raised with the relevant social care safeguarding team and a section 47 child protection strategy meeting will be convened that the headteacher / Chair of Governors will attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Position of Trust Meeting (POT) to consider the issues and any action required.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

The decision of the strategy / Joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the senior HR advisor for the school

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the school/college will undertake investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the school when necessary in line with current guidance.

### **Specific Safeguarding Issues**

#### **Identifying cases of female genital mutilation (FGM) and Forced Marriage**

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, we will do everything that we can to ensure that:

- Our school is an 'open environment', where students feel able to discuss issues that they may be facing
- the Designated Safeguarding Leads have a good understanding of the issues surrounding FGM and Forced Marriage and access relevant training
- advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit
- awareness raising about FGM is incorporated in our safeguarding training so that all staff and volunteers are able to identify indicators.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- to alert the DSL to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.
- not to consult or discuss with the pupil's parents or family, or others within the community

### **E-Safety**

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, mobile phones, webcams etc place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

We utilise the curriculum (particularly PSHE, and sex and relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised.

### **Protection is Prevention**

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection teacher should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

With regard to the storage of Mobile Phone and Images of children we apply the guidance offered by the Early Years Framework 2014.

### **Child Sexual Exploitation (CSE)**

Sexual exploitation of children involves situations where young people receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet / mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and / or economic or other resources. Violence, coercion and intimidation are common.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. We recognise that pupils may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to the DSL.

Our staff receive awareness training about CSE. The DSL is conversant with the SSCB procedure (4H) and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

We believe that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

### **Children missing education (CME)**

We are aware of, and implement in full, the requirements of the statutory guidance for children and young people who are missing from home and / or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children.

### **Use of External Agencies and Speakers**

We actively encourage the use of external agencies or speakers to enrich the experiences of our pupils; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning

opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective

## **Staff, Volunteers and Governors and the use of Social media**

### **Code of Conduct**

As a Condition of Service, all employees at our school are expected to maintain conduct of the highest standard such that public confidence in their integrity is maintained

This employment obligation is also reinforced, in relation to certain posts, by a duty to comply with other external standards – as applies, for example, to Social Workers under the GSCC Codes of Conduct, or the requirements of professional bodies such as the Law Society.

Staff, volunteers and Governors are reminded that care should be taken with the personal use of Social Networking Sites to ensure that the integrity of our school is maintained and to this end you should ensure that you take account of the expectations of all employees with regard to all aspects of the employees code of conduct when posting information, messages, pictures or video footage these may include:

1. Bringing our school into disrepute
2. Confidentiality
3. Political restrictions

Care should also be taken of the legislative measures that already exist, e.g. Invasion of privacy and harassment.

### **Safeguarding**

In order to safeguard yourself and potentially vulnerable adults and young people who you may work with you should ensure that your behaviour with regard to social networking sites is consistent with the standards of behaviour expected in normal day to day interactions with vulnerable adults and young people.

Communication that is undertaken via social networking sites is comparable to 'one to one' interaction in other contexts, and individuals should avoid any activity which would lead any reasonable person to question their motivation and intentions.

You are reminded that it is expected that you will;

- always act in such a way as to promote and safeguard the well-being and interests of service users and colleagues
- take all reasonable steps to ensure that relationships with service users and colleagues are such that there can be no suggestion of impropriety whether by word or action
- develop a friendly relationship between employee and service users, with clear boundaries

It is deemed an abuse of that professional relationship for an employee;

- to enter into an improper relationship with a service user
- to show favour towards a particular service user
- to act in a threatening or aggressive manner or to use foul, abusive or profane language
- to endeavour to exert an undue influence with regard to personal attitudes, opinions or behaviour which is in no way connected to the work of the Service
- Take all reasonable steps to ensure that no action or omission on your part or within your sphere of influence is detrimental to the condition or safety of service users

In order to preserve these standards of behaviour it is recommended that you decline any future requests from an existing or previous service user to be a "friend" on your Social Network Site.

It is inappropriate to request contact with an existing or previous user of the service via this medium or any other form of electronic medium.

It would be strongly recommended that if you have "friended" a parent / carer, or other service user during your employment at our school that at the earliest opportunity this link should be ended in order to ensure professional separation. In all cases our Headteacher should be informed.

It is acknowledged that you may accept a service user as a "friend" unintentionally and where this occurs you are advised to ensure that you remove this access as soon as you become aware of their status. You should do this in

a way that does not jeopardise your professional relationship and should inform our Headteacher, if any significant conversation or activity occurs.

All employees are advised to ensure that when setting up social networking sites they should make full use of the range of tools which enable the access to personal information to be restricted.

### Links with other policies

This procedures document should also be considered within the context of other policies and documents relating to our work with children and young people. These might include, for example, documents concerning drug and alcohol abuse, domestic violence, neglect and families where there are mental health concerns.

### Resources

Sections 175 /157 of the Education Act 2002, puts an explicit duty on governing bodies to ensure their functions are exercised with a view to safeguarding and promoting the welfare of pupils. The governing body will therefore ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Staffordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training.

The governing body will also ensure that all Governors have an understanding of safeguarding issues and the policies and procedures that are in place in school to safeguard and promote the welfare of all pupils in the school. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

### Other key documents for reference are:

- Staffordshire Safeguarding Children Board Procedures (online) [www.staffscsb.org.uk/professionals/procedures/](http://www.staffscsb.org.uk/professionals/procedures/)
- Working Together to Safeguard Children 2015 (DfE) <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Staffordshire Safeguarding Children Board Training Catalogue (online) [www.staffscsb.org.uk/professionals/Inter-Agencytraining/events/](http://www.staffscsb.org.uk/professionals/Inter-Agencytraining/events/)
- Keeping Children Safe in Education April 2015 (DFE) [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/300309/KCSIE\\_gdnce\\_FINAL.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf)
- Disqualification under the Child Care Act 2006 (include reference if relevant to specific setting) <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- Early Years Statutory Framework [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335504/EYFS\\_framework\\_from\\_1\\_September\\_2014\\_with\\_clarification\\_note.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf)
- School Policy on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
- Our School Whistle Blowing policy
- Staffordshire e-safety Tool Kit

### Archived reference

- Working Together to Safeguard Children March 2010
- Safeguarding Children: Safer Recruitment in Education: January 2007
- The Children Act 2004 - Every Child Matters

### Resources

Safeguarding is important to all members of staff.

The governing body have to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Staffordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training.

Our Governing Body also ensures that all Governors have an understanding of safeguarding issues and those policies and procedures are in place in school to safeguard and promote the welfare of all pupils in the school. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

**The Designated Safeguarding Lead in this school is *Mrs. Janette Mountford-Lees (Principal)***

.....

**The Deputy Designated Safeguarding Lead in this school is *Mr Stephen Malbon (Bursar)***

.....

**The nominated Governor for Safeguarding is *Mr. Felix Bellaby (Chair)***

.....

**Staffordshire Local Authority contacts are: First Response Team 0800 131 3126  
Emergency Duty Service (Children's Social Care) 0845 6042 886**

**Staffordshire Prevent Team – 01785 238239 / 01785 233109**  
E-mail [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

<b>Local Authority Designated Officers (LADOs)</b>	<b>Education Welfare Safeguarding Specialists</b>
<a href="#">Julie Astall</a> Education Safeguarding Officer 01785 278958	Josie Holloway Education Welfare Officer (Safeguarding Specialist) Newcastle and the Moorlands 01782 297575
Andrew Malloy Families First –Leek 01538 483129 / 07885 386484	<a href="#">Roz Randall</a> Education Safeguarding Specialist 01785 895836
<a href="#">Paul Davies</a> Risk Management Co-ordinator/ LADO	<a href="#">Craig Dunn</a> LST Education Welfare – Leek 07966 328724
<a href="#">Lisa Dada</a> LADO	
<b>Bordering Authorities</b>	
<a href="#">Amanda Owen</a> (Stoke) 01782 234791	<a href="#">Sara Bartlett</a> (Derbyshire) 01629 532169
<a href="#">John Crawley</a> (Stockport) 0161 474 5657	<a href="#">Jenny Crowther</a> (Cheshire East) 01606 288931
Wendy Holford (Trafford) 0161 912 5133	

### Implementation of this procedure

Our school will manage implementation of this procedure with the support and guidance of the relevant guidance offered by DfE and others.

### General

This policy / procedure and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision / requirement to ensure full access to all.

Signed...

**Designation:** Chair of Governors

Signed ...

**Designation:** Headteacher

**Date... November 2016**

This policy / procedure is to be reviewed by Governors during Autumn Term 2015

Note this policy may be reviewed at an earlier date following the outcome of Government / DfE review of Safeguarding

**Original date: September 2009 Reviews Autumn 2010, 2011, 2012, 2013 June 2014 & June 2015**

# Appendix A – INJURY NOTED ON ARRIVAL AT SCHOOL FORM



## Hollinsclough C of E (VA) Primary School

Carr Lane, Hollinsclough, Buxton. Staffordshire. SK17 0RH  
01298 83303  
E-mail – office@hollinsclough.staffs.sch.uk

**Headteacher:** - Mrs. Janette Mountford-Lees MA B Ed. NPQH

*Developing potential*

### Injury on Arrival Form - Safeguarding Children

**Child's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Injuries / Injury Noted:** \_\_\_\_\_

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**Colour of Mark:** \_\_\_\_\_

**Location on Child's Body:** \_\_\_\_\_

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**Staff Signature:** \_\_\_\_\_ **Date & Time:** \_\_\_\_\_

**Parent / Carers Signature:** \_\_\_\_\_

*Hollinsclough C of E (VA) Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

# Appendix B

## Safeguarding and the Promotion of Children's Welfare; Procedures and Practise at Hollinsclough Primary School

Safeguarding & Health	Evidence	Premises and Security	Evidence	Offsite	Evidence
<b>Policy in place and current</b>	Annual	<b>Class risk assessments in place</b>	Daily log sheet	<b>Permission for educational visit made in writing with public liability and correct ratio given</b>	Two weeks before proposed trip <b>Use of EVOLVE</b>
<b>Teachers @ Level 1 Headteacher &amp; Bursar Level 2 training running concurrently with no gaps</b>	CPD File	<b>See risk assessment files for termly updates on rolling programme</b>	Termly by governors Staff signing sheet	<b>Risk assessment undertaken for educational visit</b>	Personal visit if required Venue / business if previously used
<b>Staff understanding of their children</b>	Daily	<b>Health &amp; safety checks completed</b>	October January	<b>Parental permission held</b>	On admission as part of admission process – One off form used for duration of time with school – parents can update on request
<b>Understanding of confidentiality</b>	Induction meetings, policy and staff / Governor meetings	<b>Fire Risk assessment</b>	Annually	<b>First aid kit taken along with inhalers</b>	Staff to collate
<b>Understanding of procedures with regard to concerns</b>	Forms in safeguarding file	<b>Fire Evacuation procedures in each class, office, designated routes</b>	Class maps	<b>Paediatric first aiders to go on trip and others to be in school</b>	Four in school
<b>Understanding of procedures regarding allegations against a member of staff</b>	Forms in safeguarding file	<b>Evacuation of school noted</b>	Termly	<b>Contact telephone numbers of parent helpers on trip completed and left in school</b>	Office
<b>Single central record in place and current</b>	Monthly update	<b>Fire alarms tested</b>	weekly by bursar 4 month cycle by contractor	<b>Mobile phones taken on trip</b>	School mobile plus authorised staff phones
<b>Policies linked to safeguarding updated on rolling programme</b>		<b>Fire Alarm system - automatic</b>	Monitored	<b>Transporting children- insurance details checked- business use cover</b>	Annually specific school policy in place for up to 10 vehicles in any one visit.
<b>Report to governors</b>	Annual	<b>Emergency lighting</b>	Contractors	<b>Trips to and from school logged</b>	Reporting & Concerns yellow folder

<b>Staff, parents raised awareness of internet and safeguarding</b>	Meetings and email notification	<b>Fire alarm maintenance</b>	Contractors	<b>No smoking policy in place</b>	stickers
<b>Children released to parents or other adults known to school. Children not released to persons under 16</b>	Parents notify office	<b>Visitor badges</b>	office	<b>No animals on school grounds</b>	Newsletter
<b>Children who meet parents at bottom of drive or walk home</b>	Not permitted	<b>Signing in and out book</b>	Office	<b>Children supervised at all times.</b>	Staff on duty at breaks, lunchtime
		<b>Weekly Diary Dates show presence of visitors to school</b>	office	<b>Play equipment / trails checked before use</b>	Daily by staff Annually by company
<b>Emergency contact numbers – current</b>	SIMS	<b>Gates locked when parents, carers have left. Gates opened at 3:00</b>			
<b>Consents list detailing children with medical concerns</b>	Updated annually by office				
<b>Asthma, diabetic and Epi-pen training</b>	As required				
<b>Medicines in school policy in place</b>	Rolling programme	<b>Information about the need for security – displayed</b>		<b>Safer Recruitment</b>	
<b>Medical permission forms completed before medicine administered</b>	Parents & staff	<b>Health &amp; Safety policies in place, shared with staff who sign log</b>	Rolling programme	<b>Enhanced CRB held by all who work directly with children</b>	SCR office
<b>Record of medicine administered by staff</b>	Staff	<b>Evacuation Plan shared with SLT</b>	Annual check	<b>Procedures regarding recruitment followed</b>	See Safeguarding file
<b>Individual care plans in place and understood</b>	School nurse, office, staff	<b>Business Continuity plan in place</b>		<b>Headteacher, Chair &amp; governor undertaken Safer Recruitment training</b>	Certificates
<b>Emergency administration of medicine</b>	Note in planner to go home	<b>Violent Incidents / racist incidents log</b>			
<b>Head injury</b>	Email direct to parents + accident book				
<b>Medicines kept in staffroom refrigerator</b>	As required				
<b>Accident book in office</b>	Staff to complete & record follow up actions				
<b>Serious accident reports</b>	Head/ Bursar to complete				
<b>Food hygiene legislation understood and practiced in school ( D &amp; T &amp; Let's Get Cooking)</b>	All staff L1				

# Appendix C

## Teaching approaches to building resilience in children and young people

Push Factors	Key Ingredients	Pull Factors
Factors which push/make an individual vulnerable to extremist messages	<b>Teacher confidence and skills</b> in dealing with difficult and sensitive issues	Factors that draw young people into extremist messages
Lack of excitement, frustration	<b>Teacher attitude/behaviours</b> <ul style="list-style-type: none"> <li>• Need to be able to admit that do not necessarily know the answers</li> <li>• Able to acknowledge that controversial issues/matters exist</li> <li>• Willingness to seek help when not sure what to do/how to assist</li> <li>• Understanding that they have a role to play re this agenda</li> </ul>	Confident and charismatic recruiters
Lack of a sense of achievement seen as significant. Lacking purpose/confidence in the future/life goals.	<b>Specific knowledge</b> <ul style="list-style-type: none"> <li>• Some understanding of other cultures and religions and belief systems</li> <li>• Knowledge of alternate values framework</li> </ul>	Networks/sense of belonging
Lacking an outlet for views	<b>Teaching pedagogy</b> <ul style="list-style-type: none"> <li>• Working with pupils to enable them to develop critical thinking skills ( to be able to see through propaganda...</li> <li>• Enabling pupils to see multiple perspectives</li> <li>• Enabling pupils to deal with difficult situations</li> <li>• Utilizing multiple resources/methods</li> <li>• Working with young people to enable them to develop and have pride in sense of self and sense of having multiple identities</li> <li>• Linking school work with the wider community</li> </ul>	Persuasive clear message which exploit knowledge gaps
Gaps in knowledge and or understanding of Islam both young people and their parents		Wider community views which promote extremist views or do not actively oppose extremism
A sense of injustice		
Actual or perceived humiliating experiences this may be linked to sense of injustice. The experiences may be of being bullied, put down etc.		
Exclusion – a lack of belonging to peer/community networks, groups etc.		

# Appendix D

## Referral Pathway

### Prevent

#### What do I do if I have concerns about an individual in relation to extremism or radicalisation?

If you have concern about an individual in relation to extremism or radicalisation, you can refer to the Prevent Team. They will be able to offer appropriate advice and guidance and will refer into the Channel process, if required.

##### Prevent Co-ordinator

Tel: 01785 232054

Email: [Calum.Forsyth@staffordshire.pnn.police.uk](mailto:Calum.Forsyth@staffordshire.pnn.police.uk)

##### Prevent Team

Tel: 01785 238239 or 01785 233109

Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

#### What is Channel?

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

More information about Channel can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

#### What happens once I have raised a concern about an individual with the Prevent Team?

Prevent Team Officers would liaise with you to discuss your concerns. They would complete a vulnerability assessment for the individual (either by engaging directly with them or based on information given by the referrer, depending on the circumstances).

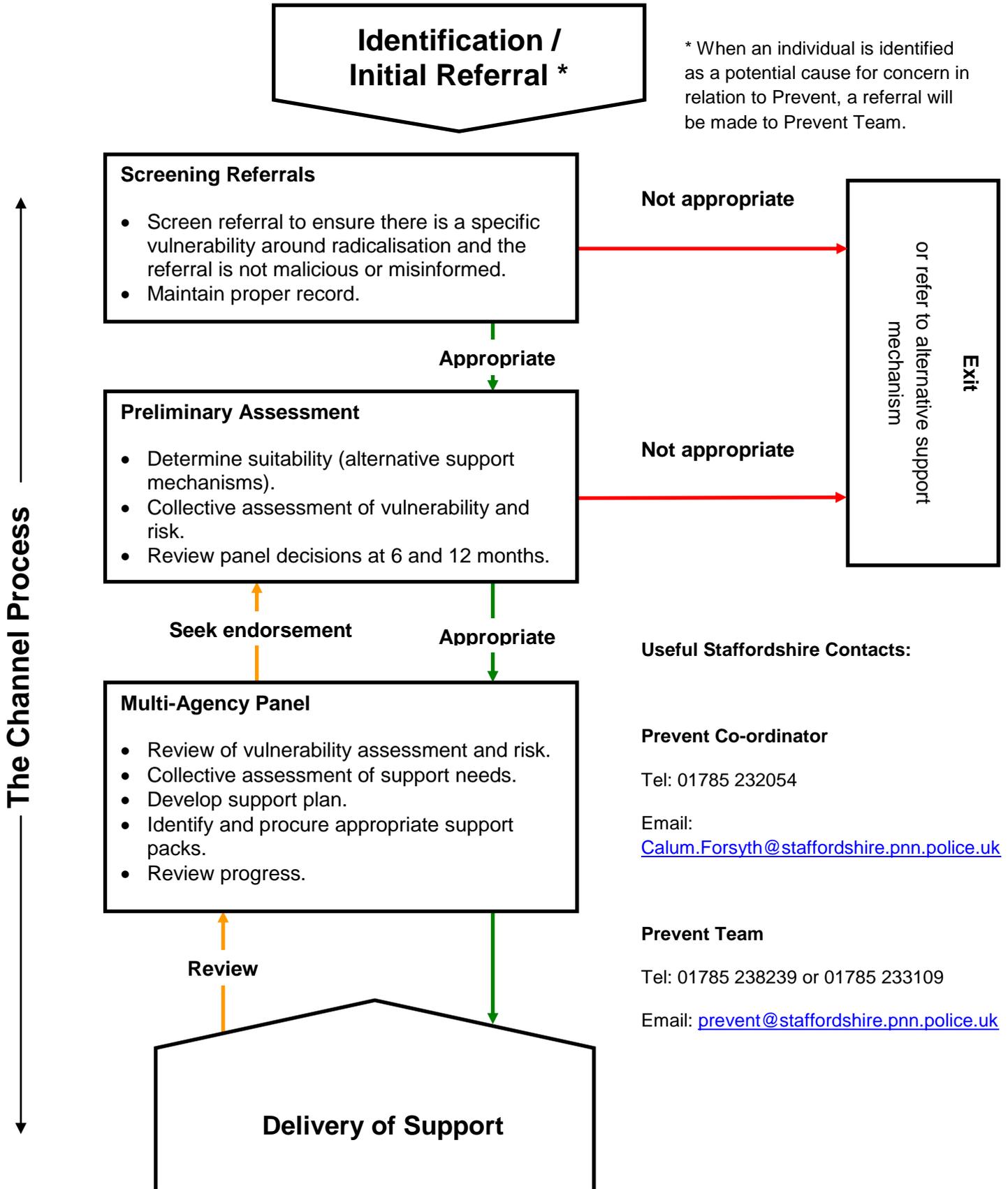
The information would then be used to make a decision as to whether the case needed to be discussed at the next Channel meeting, where the assessment is discussed and agencies are invited to contribute any shared knowledge about the individual from their own area of business. The vulnerability assessment scoring is also discussed and a decision made about how to ensure the most suitable outcomes for the individual are achieved. If the case is not accepted into the Channel process at this stage, it will be referred back to the Case Management process, where appropriate alternative support and engagement for the individual will be identified.

If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.

The person making the referral will be kept informed and, in many cases, would be involved in decision-making going forward.

# Channel Process

The diagram shows the different stages within the Channel process:



**Source:** 'Channel: Protecting vulnerable people from being drawn into terrorism - A guide for local partnerships'. HM Government, October 2012