

# Steiner Academy Exeter

## Whole School Safeguarding and Child Protection Policy and Procedures

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### Child protection and safeguarding policy

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<b>Named SAE staff with specific safeguarding responsibilities during 2017/18</b>	
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<b>Chair of Governors</b>	Mrs Lena Marvao Tel: 01392 757371 <a href="mailto:lena.marvao@steineracademyexeter.org.uk">lena.marvao@steineracademyexeter.org.uk</a>
<b>Devon County Council Safeguarding contacts</b>	
<b>MASH (Multi Agency Safeguarding Hub)</b>	0345 155 1071 Or email: <a href="mailto:mashsecure@devon.gcsx.gov.uk">mashsecure@devon.gcsx.gov.uk</a> Out of hours please call (Devon) 0845 6000 388
<b>Early Help Coordination Centre</b>	0345 155 1071 and ask for Early Help or email: <a href="mailto:earlyhelpsecure-mailbox@devon.gcsx.gov.uk">earlyhelpsecure-mailbox@devon.gcsx.gov.uk</a>
<b>Allegations Managers (LADO's)</b>	01392 384 964 or email: <a href="mailto:ladosecure-mailbox@devon.gov.uk">ladosecure-mailbox@devon.gov.uk</a>
<b>Devon Safeguarding Children Boards (DSCB)</b>	Devon Team 01392 386067 DSCB website: <a href="http://www.devonsafeguardingchildren.org">www.devonsafeguardingchildren.org</a>
<b>Safeguarding Development Officer</b>	Jane Lake 01392 383000
<b>Duty Social Worker</b>	01392 383000 and ask for the Duty Social Worker
<b>Other useful contacts</b>	
<b><a href="#">NSPCC help for adults concerned about a child</a></b>	<a href="tel:08088005000">0808 800 5000</a>
<b><a href="#">NSPCC help for children and young people</a></b>	ChildLine on <a href="tel:08001111">0800 1111</a>

## **‘Every child has the right to feel safe and secure’**

### **Policy statement and principles**

**This policy is one of a series in the school’s integrated safeguarding portfolio.**

The school’s safeguarding arrangements are inspected by Ofsted under the judgements for behaviour and safety, and leadership and management.

This policy is available in full on the school website and in the policy handbook. A summary is included in the staff handbook, parents’ handbook and volunteers’ handbook.

Our core safeguarding principles are:

- the school’s responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- it is the responsibility of all adults to look after all children
- representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

### **Child protection statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, governors, volunteers and visitors and are consistent with those of the Devon Safeguarding Children Board (DSCB).

### **Policy principles**

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

### **Policy aims**

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school’s commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school’s safeguarding portfolio

## The School's Commitment

The School adopts an open and accepting attitude towards children as part of the responsibility for pastoral care. We foster an environment where children and parents will feel free to talk about any concerns and will see the School as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

SAE will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the School whom they can approach if they are worried or are in difficulty;
- Teach pupils and students about safeguarding, including online safety, in curriculum activities in accordance with our Personal Well-Being policies and curriculum which aim to equip children with the skills they need to stay safe from abuse, and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate pre-appointment checks are carried out on new School staff, volunteers, staff of contractors and other individuals that are not school staff or supply staff which must be completed according to the requirements set out in 'Keeping Children Safe in Education' 2016, including references, NTCL Teachers Service Checks, Disclosure and Barring Service (DBS) and Barred List checks.

### Terminology

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2015
- Keeping Children Safe in Education 2016
- What to do if you're worried a child is being abused 2015

## Roles and responsibilities

### Key personnel

**The designated senior person (DSP) for child protection is Sarah O'Neill**

Contact details: email: [sarah.oneill@steineracademyexeter.org.uk](mailto:sarah.oneill@steineracademyexeter.org.uk) tel: 01392 757371

**The deputy designated person is Clive Staples**

Contact details: email: [clive.staples@steineracademyexeter.org.uk](mailto:clive.staples@steineracademyexeter.org.uk) tel: 01392 757371

**The nominated child protection governor is Mike Morris**

Contact details: email: [michael.morris@steineracademyexeter.org.uk](mailto:michael.morris@steineracademyexeter.org.uk)

**The Principal is Alan Swindell**

Contact details: email: [alan.swindell@steineracademyexeter.org.uk](mailto:alan.swindell@steineracademyexeter.org.uk) tel: 01392 757371

## The Designated Safeguarding Lead:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with updates every two years
- acts as a source of support and expertise to the school community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers
- has a working knowledge of DSCB procedures
- makes staff aware of training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to MASH
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker is also informed
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans

- develops effective links with relevant statutory and voluntary agencies including the DSCB
- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and proprietors regarding this
- liaises with the nominated governor and Principal (where the role is not carried out by the Principal) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available publicly, on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made

### **The deputy designated person(s):**

Is/are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

## **Good practice guidelines and staff code of conduct**

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff code of conduct and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, online safety and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and DSCB procedures
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or MASH
- following the school's rules with regard to relationships with pupils and communication with pupils, including on social media

## **Abuse of position of trust**

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

**The school's Staff Code of Conduct sets out our expectations of staff and is signed by all staff**

members.

## Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental-health needs
- asylum seekers
- living away from home
- children in care (CIC) or adopted from care
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs

## Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

## Helping children to keep themselves safe

Children are taught to understand and manage risk through our Personal Well-Being curriculum and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.



## **Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures
- Co-operating fully with relevant statutory agencies.

## **Complaints procedure**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Principal and governors. An explanation of the complaints procedure is included in the Safeguarding Information Booklet for Parents and visitors and the Safeguarding Information Booklet for Pupils.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

## **Whistle blowing if you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy (available in the policy handbook and staff code of conduct) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the chair of governors.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

## **Allegations against staff**

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)* and in the school's Allegations of Abuse against Staff policy and procedures.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

## **Staff training**

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, principal (unless the principal is the DSL) and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

Supply staff and other visiting staff will be given the school's **Staff and Visitor Handbook** (available on the website, in the staffroom and at reception).

## **Safer recruitment**

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2016) and the DSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full and can be found in the policy handbook.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff code of conduct and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection policy and staff code of conduct.

All relevant staff (involved in early year's settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. Awareness is raised through staff and volunteer briefings and is included in the staff code of conduct and parent and volunteer handbooks.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

## **Regulated Activity**

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2016) part three.

## Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

## Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

## Contractors

The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

## Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

## Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.
- use the school camera policy
- personal hand held devices are not used on site (see **Hand held devices policy**)

## Online Safety

All staff receive online safety training and the school's online safety coordinator is Sara Jarman.

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Unfortunately some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's **e- safety and e-communication policy** (available online) explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community

## **Staff/pupil relationships online**

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Information for staff can be found in the Employment Handbook's statements in the section 'Communications' and also in the school e-safety and e-communication policy.

Staff are expected to agree to:

- Familiarize themselves with the Staff Employment Handbook's statements in the section 'Communications'.
- Only use the Academy's digital technology resources and systems for professional purposes or for uses deemed reasonable by the manager.
- Only use secure e-mail system(s) for any Academy business (web mail accounts are not secure e-mail system(s)).
- Not browse, download or send material that could be considered offensive to colleagues and any other individuals.
- Report any accidental access, receipt of inappropriate materials or filtering breaches to the Principal or member of the management team.
- Not allow unauthorised individuals to access e-mail / internet / intranet / networks or systems.
- Ensure that all login credentials (including passwords) are not shared with any other individuals, displayed or used by any individual than themselves.
- Not download any software or resources from the internet that can compromise the network or are not adequately licensed.
- Follow the DFE 2009 'Guidance for Safer Working Practice for Adults who work with Children and Young People'  
(<http://www.timeplan.com/uploads/documents/Downloads/SaferWorking-Practices.pdf>)
- Ensure that personal e-mail accounts, mobile/home telephone numbers are not shared with children, young people or families.
- Not allow children and young people to add them as a friend to their social networking site nor will I add them as friends to my social networking site. They will ensure that any private social networking sites / blogs etc. created or actively contribute to are not confused with their professional role.
- Understand that all internet and network usage can be logged and this information could be made available to the Principal or management team on request.

- Not connect a computer, laptop or other device to the network/internet that has not been approved by the organisation and meets its minimum security specification.
- Not use personal digital cameras or camera phones for transferring images of children and young people or staff without permission.
- Not engage in any online activity that may compromise my professional responsibilities.
- Understand that the Data Protection Act requires that any information seen by them with regard to staff or children and young people, held within any organisation system, will be kept private and confidential, EXCEPT when it is deemed necessary and required by law to disclose such information to an appropriate authority.
- Behave responsibly and professionally at all times in the digital world and will not publish any work-related content on the internet.
- Be aware of digital safeguarding issues so that they are appropriately embedded in practice.
- Be aware of the dangers of radicalisation
- Understand that failure to comply with this Acceptable Use Policy (AUP) could lead to disciplinary action.
- Understand that it is their responsibility to ensure that they remain up-to-date and read and understand the Acceptable Use Policy (AUP)

## Child protection procedures

### Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2016) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

### Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures (available online and in the parent handbook). All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in Personal and Well-being lessons. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures.

### Taking action

**Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".** Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation

- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a **pink safeguarding concern report** (appendix 2) and if required a **pink body map form** (appendix 3). Both forms are in class safeguarding files, in the staffroom, reception and available from the safeguarding team.
- seek support for yourself if you are distressed.

## If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk. Any minor concerns should be recorded on a the Teachers Safeguarding Chronology form (Appendix 4) in the class safeguarding folder and seek advice from the DSL. The safeguarding team view the chronologies each week and take action as necessary.

- Staff are encouraged to use Devon's Threshold Tool (available in class safeguarding folders, from the DSL and online at <http://www.devonsafeguardingchildren.org/documents/2016/02/dscb-handy-threshold-tool.pdf>)
- Concerns which do not meet the threshold for child protection intervention may be managed through the Early Help/DAF process

## If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on to the DSL**. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the pupil's mother thinks about all this. Do remember your TED questions: Tell me.... Explain..... Describe..... (reminder in front of safeguarding folder)
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain why and to whom
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told

me about this when it started' may be interpreted by the child to mean that they have done something wrong

- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the **pink safeguarding concern** form (copies in safeguarding folder, the staffroom and with DSL) and hand it to the DSL as soon as possible
- maintain confidentiality about the event
- seek support if they feel distressed from a member of the safeguarding team

## Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Multi-Agency safeguarding Hub (MASH) and/ or the police before parents are told.

## Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2016)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection

Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the principal.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available to parents and pupils on request.

## Enquiry to MASH

The DSL will make an enquiry to MASH if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that an enquiry is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct enquiry to children's social care (MASH) if they genuinely believe independent action is necessary to protect a child. See appendix 7 for contact details.

## Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care (MASH), police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the principal and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

## Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

## Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the Personal well-being curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL. See appendix 5 for details.



## Honour-Based Violence

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

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

## Radicalisation and Extremism

The government defines extremism 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.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Although religious and political extremism are the most widely publicised forms, schools should also remain alert to the risk of radicalisation into other forms of extremist views and behaviours.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014) incorporated in the schools Personal and well-being curriculum.

**Further information on Preventing Radicalisation'** has been included in *Keeping Children Safe in Education* in line with:

[Prevent Duty Guidance: for England and Wales](#), published in March 2015 as part as the UK's Counter Terrorism strategy. (p.10-15 for schools, registered childcare providers and further education).

[The Prevent Duty, Departmental advice for schools and childcare providers](#), published in June 2015. This non-statutory departmental advice is for governing bodies, Principals, Designated Safeguarding Leads and school staff. The document clarifies what the *prevent* duty means for schools and what actions are necessary to demonstrate compliance with the duty. It also provides sources of information, advice and support.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

<http://www.devonsafeguardingchildren.org/workers-volunteers/prevent/>

*(See appendix 6 and DSCB guidance for further information).*

## **Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

*(See DSCB guidance for further information or <https://www.gov.uk/government/publications/private-fostering-better-understanding-of-local-authority-arrangements>).*

## **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Principal and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

## **Special Circumstances**

### **Looked after children (LAC)**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. The designated teacher for LAC is Sarah O'Neill.

### **Post looked after children (PLAC)**

Following adoption or Special guardianship looked after children remain vulnerable due to their past experiences. We have a policy for post looked after children which highlights associated needs. We are also aware that safeguarding concerns can still be an issue and we will act as necessary to support and protect them.

## Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2016)*.

## Careers advice

The school will make arrangements for students to receive careers advice with a professional advisor at an age appropriate time.

## Children staying with host families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the school follows the guidance in Annex E of *Keeping Children Safe in Education (2016)* to ensure that hosting arrangements are as safe as possible.

## Boarding Schools and Children's Homes

Research has shown that children can be particularly vulnerable in residential settings. All boarding schools and residential special schools comply with the National Minimum Standards for their particular setting and are appropriately inspected.

## Related safeguarding portfolio policies

	Y/N		Y/N
Staff code of conduct	Y	Grievance and disciplinary	Y
Physical intervention and the use of reasonable force	Y	Staff / pupil online communication	Y
Behaviour	Y	Safe working practice	
Personal and intimate care	Y	Hand held devices	Y
Complaints procedure	Y	Confidentiality and information sharing	Y
Tackling bullying	Y	Sexual exploitation	Included
Physical contact		FGM	Included
Whistle blowing	Y	Forced Marriage	Included
SEND	Y	Prevent Radicalisation	Included
Missing children	Y	e-safety	Y
Safe recruitment	Y	Camera policy	Y
Managing allegations	Y	Off site visits	Y
Health and safety	Y	Harassment policy	Y
Medicines in school	Y	Careers advice	
Looked after children (LAC) and previously looked after children (PLAC)	Y	Children staying with host families	
Personal Well-being Incorporating PSHE, SRE,SMSC	Y		

Adapted from the integrated safeguarding portfolio in the *Child Protection & Safeguarding Handbook for Schools* by Ann Raymond [www.optimus-education.com](http://www.optimus-education.com)

# Appendices

## Appendix 1

### Four categories of abuse

#### Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

#### Emotional abuse

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

#### 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.

#### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide

injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Parental attitude is important- when a child is suffering a severe and painful injury **most** would seek medical help.

<b>Non-accidental injuries</b>	<b>Accidental injuries</b>
<p><b>Bruises likely to be:</b> frequent patterned, e.g. finger and thumb marks old and new in same place (note colour), in unusual position (see chart) <i>consider:</i> developmental level of the child and their activities may be more difficult to see on darker skins.</p>	<p><b>Bruises likely to be:</b> few but scattered no pattern same colour and age <i>consider:</i> age and activity of child, e.g. learning to walk may be confused with birthmarks or other skin conditions</p>
<p><b>Burns and scalds likely to have:</b> clear outline splash marks around burn area unusual position, e.g. back of hand indicative shapes, e.g. cigarette burns, bar of electric fire.</p>	<p><b>Burns and scalds likely to be:</b> treated easily explained may be confused with other conditions e.g. impetigo, nappy rash</p>
<p><b>Injuries suspicious if:</b> Bite marks Fingernail marks Large and deep scratches Incisions, e.g. from razor blades</p>	<p><b>Injuries likely to be:</b> minor and superficial treated easily explained</p>
<p><b>Fractures likely to be:</b> Numerous – healed at different times <i>consider:</i> Age of child, always suspicious in babies less than two years or delay in seeking treatment.</p>	<p><b>Fractures likely to be:</b> of arms and legs seldom on ribs except for road traffic accidents rare in very young children may rarely be due to ‘brittle bone syndrome’</p>
<p><b>Sexual Abuse may result in:</b> Unexplained soreness, bleeding or injury in genital or anal area, sexually transmitted diseases, e.g. warts, gonorrhoea</p>	<p><b>Genital area</b> Injury may be accidental (seek expert opinion) soreness may be nappy rash or irritation, e.g. from bubble bath, anal soreness may be due to constipation or threadworm infestation</p>

## Appendix 2

### Concern Report

**CONFIDENTIAL**

Please complete this form to record any concerns about a child.

Child's name:		Date of birth:	
Your name:		Your role:	
Describe the incident or concern as factually as possible. Include who was involved, where it happened, exactly what happened, who else witnessed the incident. Describe any physical or behavioural signs you observed (continue overleaf if necessary). Make sure that your report is clear and would make sense to a stranger reading it in a year's time.			
Date of concern:		Time of incident/ concern:	
Continue overleaf if necessary...			

This section to be completed by designated safeguarding officer		
Received by:		
Date:		
Is this a child sexual exploitation (CSE) concern/	Yes/No	
Is this a radicalisation / Prevent concern?	Yes/No	
Further action necessary?	Yes/No	

Details



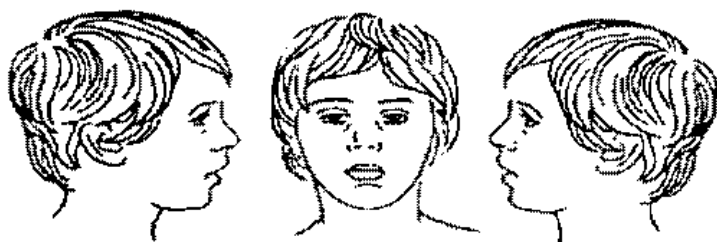
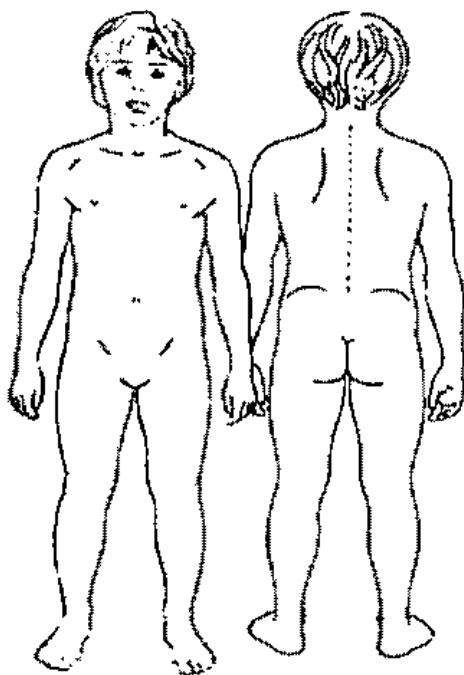
# Safeguarding Record Concern Form

<b>Child's Name:</b>	<b>Your Name:</b>
<b>Male/Female:</b>	<b>School/College:</b>
<b>Date of Birth:</b>	<b>Date:</b>
<b>Class:</b>	<b>Time:</b>

**My Concern/s (please indicate as many as are appropriate)**

- Is because an adult has reported concerns to me
- Is because a child has disclosed information to me
- Is a result of something I have seen, heard or believe
- Is because I suspect child abuse

**Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT**



**Description of injury:**

**If the child has given an account of this injury give details:**

**Please indicate the attitude of the child regarding the injury:**

**If the parent has volunteered an account of this injury give details:**

**Please indicate the attitude of the parent regarding this injury:**

**Any additional information:**

**Action taken by Senior Designated Officer for safeguarding:**

**Signed:**

**Date:**

**Time:**

**Notes of any further action (please include dates and persons involved in actions):**

Chronology for.....D.O.B.....

Date	Concern

## Appendix 5

### Child Sexual Exploitation – Minimum expectations for Devon Schools and Settings

#### Schools

- Annual CSE awareness raising training/briefing for all staff and volunteers inc. governors, specific training for care/pastoral staff,
- ensure staff are warned of the danger of making value judgements about pupils' behaviour (behaviour is the manifestation of something happening)
- Named lead for CSE
- CSE report included in annual report to Governors
- Evidence monitoring and evaluation by Governing Body and SLT
- CSE essential at induction
- Children are consulted and have input
- All schools to have an e.safety/ cse section on their website for pupils, parents and staff
- PSHE curriculum for all students that provides regular and progressive content
  - SRE
  - Drugs and alcohol
  - CSE, stranger danger, personal safety
  - Online safety
  - Self -esteem and citizenship
  - Risk assessing
  - Concept of safety
- Engagement with other agencies
- Schools to be held to account by DSCB/DCC for not completing or non-compliance on safeguarding audit or non-attendance at ICPC, core group meetings – sanctions imposed
- Two-yearly briefing for parents to include CSE and e.safety
- Robust transition packages at all stages including EY – KS1 and KS4-FE.
- Identification of vulnerable pupils with targeted intervention programmes including raising self-esteem and awareness
- recording of actions and outcomes
- Every child is empowered to say 'no' or 'stop'
- Robust intimate care procedures that are appropriate, respectful and minimise the potential for desensitisation
- All children have access to advocacy

## Prevent

The Prevent duty - what it means for academies and maintained schools

From 1 July, all schools have had a statutory duty to have due regard to the need to prevent people from being drawn into terrorism. This is referred to as the 'Prevent duty'.

Furthermore, schools must have regard to **statutory guidance** issued in relation to the Prevent duty. The DfE has also recently published **non-statutory advice** on the Prevent duty which fleshes out the implications for schools and signposts a number of resources available - with the promise of more to come.

What is the Prevent duty?

Getting to grips with terminology is the starting point. The DfE advice explains that 'radicalisation' is the process by which a person comes to support terrorism and forms of extremism leading to terrorism. It is seen as the stage during which it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity. And the statutory guidance explains the linkage between terrorism, extremism and radicalisation in the following terms:

*"Terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. The Government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces"."*

The statutory guidance emphasises that the new legal duty on schools shouldn't either add or detract a great deal from what good schools are already doing. All academies are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion.

Likewise, the DfE advice stresses that the Prevent duty is entirely consistent with schools' existing responsibilities, should not be burdensome and is not intended to stop pupils debating controversial issues.

Best practice

Implementing the Prevent duty will require all schools to take action across all the following areas:

- Establish an understanding of the risk profile of radicalisation amongst the school's pupils and staff.
- Ensure staff understand the risk and build the capabilities to deal with it, in particular enabling staff to:
  - understand what radicalisation means and why those within the school community may be vulnerable to being drawn into terrorism as a consequence of it
  - know what measures are available to prevent those within the school community from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it
  - understand how to obtain support for those within the school community who may be being exploited by radicalising influences
- Communicate and promote the importance of the Prevent duty, providing appropriate training for staff involved in the implementation of the Prevent duty to ensure effective implementation.

- Work in partnership and co-operation with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums.
- Share information to ensure that a person at risk of radicalisation is given appropriate support whilst taking into account factors such as necessity and proportionality, consent, the power to share and relevant legislation.
- Ensure that those within the school community suspected or identified as already engaged in illegal terrorist-related activity are referred to the police.
- Maintain appropriate records to show compliance with the school's responsibilities and provide reports when requested.

#### Practical steps

Compliance with the Prevent duty will require schools to review aspects of their existing policies, particularly child protection, risk assessment and IT policies. The statutory guidance also specifically mentions that schools should have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.

In terms of staff training, DfE advice suggests that schools are best placed to assess their training needs but that, as a minimum, the DSL should undertake Prevent Awareness Training and be able to provide advice and support to other members of staff. The Home Office has developed a core training product called Workshop to Raise Awareness of Prevent (WRAP) and schools should enquire with local partners whether there are accredited WRAP-trained facilitators.

For further information, please contact [Yvonne Spencer](#) on 0117 314 5202.

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#### Share

- See more at: <http://www.vwv.co.uk/what-s-happening/publications-updates/aslb-the-prevent-duty#sthash.BbqG2XS0.dpuf>



**For Early Help, Consultation and Enquiries please contact:**

Telephone: **0345 155 1071**

E-mail: [mashsecure@devon.gcsx.gov.uk](mailto:mashsecure@devon.gcsx.gov.uk)

Fax: 01392 448951

Enquiry Form available at:

[www.devon.gov.uk/mash-enquiryform.doc](http://www.devon.gov.uk/mash-enquiryform.doc)

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

**Emergency Duty Team** – out of hours

**0845 6000 388**

**Police** – non emergency – 101

For all **LADO** enquiries Exeter (01392) 384964

Or

<http://www.devon.gov.uk/lado>

## **Early Help Team**

Manager Exeter and South: **Vacant**

Manager Mid & East and North: **Stephen Matthewman**

Early Help Advisers:

North: **Pete Simpson**

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