



Policy and Procedures on Safeguarding/Child Protection in Schools

Model policy reviewed annually by the Bradgate Education Partnership Board, and was last reviewed on: July 2018

Signed Chair of Trust Board:

Date:

School Policy was reviewed and adopted by the Local Governing Body of The Pochin School in **18th September 2018**

Signature (Chair of Local Governors)

Print Name

Contents

Named staff and contacts Please also refer to the ‘Safeguarding Training File’ for records of all staff training.....	3
1 Introduction.....	4
2 Safeguarding Commitment.....	5
2.3 Safeguarding in the Curriculum.....	6
3 Roles and Responsibilities.....	6
3.1 General.....	6
3.2 Governing Body.....	6
3.3 Headteacher.....	8
3.4 Designated Safeguarding Lead.....	9
4 Records, Monitoring and Transfer.....	10
5 Support to pupils and school staff.....	11
6 Working with parents/carers.....	13
7 Other Relevant Policies.....	14
8 Recruitment and Selection of Staff.....	15
APPENDIX 1 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD.....	16
APPENDIX 2 - PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS.....	199
APPENDIX 3 - Policy for the use of Cameras and Mobile Phones.....	211
APPENDIX 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation.....	222
APPENDIX 5 - Radicalisation and Extremism Risk Assessment.....	233
APPENDIX 6 - Female Genital Mutilation.....	255
APPENDIX 7 -Initial Concerns Sheet.....	26
APPENDIX 8 - Chronology of Events.....	366
APPENDIX 9 - Adults on site, other than those employed by the school.....	377
Appendix 10 - Tackling Extremism and Radicalisation Policy.....	388

Named staff and contacts Please also refer to the 'Safeguarding Training File' for records of all staff training.

- Designated Safeguarding Lead: Michelle O'Dell Head Teacher, Heather Sharpe Deputy Head Teacher/SENDCO
- Deputy Designated Safeguarding Lead/s Jo Linnette (as from Nov 2018)
- Prevent Single Point of Contact (SPOC) Michelle O'Dell Head Teacher
- Designated Teacher for Children in Care Michelle O'Dell Head Teacher
- Nominated Safeguarding Governor: Kate Sheppard
- Safeguarding and Improvement Unit contacts:

Head of Service - Safeguarding Improvement and Quality Assurance

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LADO / Allegations:

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First Response Children's Duty (Same-day referrals)

Telephone 0116 3050005

Email childrensduty@leics.gov.uk

Address First Response Children's Duty

Room 100b

County Hall

Championship Way

Glenfield

LE3 8RF

All other referrals including Early Help Services

<http://lrsb.org.uk/childreport>

Early Help queries and Consultation Line 0116 3058727

1 Introduction

1.1 The Pochin School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2018 and "*Working Together to Safeguard Children*", 2015.
- the Leicestershire and Rutland Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance for safeguarding children;

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents.

1.5 **Extended school activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

2 Safeguarding Commitment

2.1 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see 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.

2.2 Our school will therefore:

- 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;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), 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 checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128).
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2.3 Safeguarding in the Curriculum

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum:-

Assemblies and specific curriculum themes (such as Stay Safe, Be Healthy)

Bullying/Cyberbullying

Drugs, alcohol and substance abuse

E Safety / Internet safety

Work on Fundamental British Values

Stranger danger

Fire and water safety

Road safety

Domestic violence / Relationships / Consent

so called Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6),

Sexual exploitation of children (CSE), including online

Preventing Extremism and Radicalisation (see Appendices 4 and 5)

3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. Staff should be aware that they may need to work with other services as needed and assist in making decisions about individual children.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 Governing Body

In accordance with the Statutory Guidance “Keeping children safe in education” September 2018, the Governing Body will ensure that:-

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the LSCB protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education, **the pupil Behaviour Policy and how to respond if children go missing**). The Local Authority Induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" will be used as part of this induction **and Annex A from "Keeping children safe in education" September 2018 is provided to all staff working directly with children.**
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO). Chair of Trustees (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Trust CEO, in liaison with the Local Authority Allegations Manager (LADO).

- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers - “Guidance for Safer Working Practice for those who work with children in education settings October 2015”. Information is provided to the Local Authority (on behalf of the LSCB) through the Safeguarding Annual Return.
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2015 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency (eg Supporting Leicestershire Families). Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).
- **The designated governor for Safeguarding and Head Teacher carry out an annual Safeguarding Audit, which is used to inform further planning and training.**

3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children’s Services) or the Police.

3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex B of “Keeping children safe in education” and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children’s Duty (and/or Police where a crime may have been committed)
- Act as a source of support, advice and expertise within the school
- To attend and contribute to child protection conferences when required
- Be alert to the specific needs of children in need, those with special educational needs and disability and young carers
- Liaise with the Head Teacher to inform him / her of issues.
- Understand the assessment process for providing early help.
- Ensure each member of staff has access to and understands the school’s child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection, the pupil behaviour policy, children who go missing and staff behaviour. Staff will be trained to recognise and report any concerns immediately they arise and will be provided with Part 1 of “Keeping children safe in education” and Annex A to those working directly with children;

- Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible – this will be in advance of the pupil arriving where specific ongoing support is required.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

4 Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads and the Headteacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school [or 6th form / FE college], with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant information will be transferred prior the the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most

secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.

4.6 A record of any allegations (proven) made against staff is kept in a confidential file by the Head / Head Teacher.

5 Support to pupils and school staff

5.1 Support to pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognize abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

5.2 **Peer on Peer Abuse** - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. There are separate school and local authority or LSCB guidances and policies to address these concerns including the Behaviour Policy, Anti-bullying Policy, E-safety Policy, “Guidance for schools working with children who display sexually harmful behaviour” (Leicestershire LA Guidance) Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils.

5.3 **Sexting** - School will always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, “Sexting in schools and colleges: responding to incidents and safeguarding young people” will be used to guide the school’s response on a case by case basis.

The key points being:-

- Inform the Headteacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted

- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

5.4 Sexual violence and sexual harassment – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender.

Curriculum

- Planned PHSE and SRE will include ‘healthy and respectful behaviours’. This will be appropriate to pupils’ age and stage of development. It will also be underpinned by the school’s behaviour policy and pastoral support system.

Responding to an incident

- School will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, May 2018.
- We will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

5.5 Children Missing from Education – our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; e) because they have been permanently excluded. We also recognise that children who go missing is a sign that they have been targeted by CSE perpetrators and drug related criminals (County Lines).

5.6 Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines). Staff training includes raising awareness of this issue and any concerns are passed

to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

- 5.7 **So-called 'honour-based' violence** (HBV) encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.
- 5.8 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).
- 5.9 Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.
- 5.10 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

6 Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

7.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance

- Behaviour and Rewards
- Staff Code of Conduct
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs
- Trips and visits
- First aid and the administration of medicines
- Health and Safety
- Sex and Relationships Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- e-safety
- Extended school activities
- Supporting pupils/students with medical conditions
- Allegations Against Staff
- Safer Recruitment
- Attendance
- British Values
- Children Who Self Harm
- Drugs
- Inclusion
- Use of Social Media

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

8 Recruitment and Selection of Staff

- 8.1 The school's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education September 2018, Part Three: Safer recruitment*.
- 8.2 The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.
- 8.4 In line with statutory requirements, every interview panel recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (June 2016).
- 8.6 For most appointments, an enhanced DBS certificate will be required for a person considered to be engaging in regulated activity (see Page 25 of 'Keeping Children Safe in Education, July 2015).

APPENDIX 1 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next. (See Appendix BEP Form 7/8)
- 2) As soon as possible write the day, date, time and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school. (See Appendix BEP Form 7/8)
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO) or Trust CEO. Contact details of these persons should be readily available for staff and they should not have to ask for them.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer). (See Appendix BEP Form 7/8)
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).

- 5) If the concern is about children using harmful sexual behaviour, refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2 - PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

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

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2018 (part 4: Allegations of abuse made against teachers and other staff)

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Local Authority Designated Officer (LADO), Safeguarding and Improvement Unit as soon as possible.)

2) Headteacher (or Chair of Govenors)

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.

- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager (LADO)
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or NCTL, depending on the outcome.

APPENDIX 3 - Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

APPENDIX 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Headteacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

APPENDIX 5 - Radicalisation and Extremism Risk Assessment

The Pochin School

	Yes/No	Evidence
Does the school have a policy?	x	See appendix 10
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	x	Referral would be made if necessary
Have staff received appropriate training?	x	See Safeguarding Training Folder
Has the school got a trained Prevent lead?	x	
Do staff know who to discuss concerns with? (Single point of contact - SPOC)	x	
Is suitable filtering of the internet in place?	x	In future monitoring software to also be added
Do children know who to talk to about their concerns?	x	
Are there opportunities for children to learn about radicalisation and extremism?	x	
Have any cases been reported?		x
Are individual pupils risk assessed?		If necessary

<p>What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)</p>	<p>Changing demographic of the school could potentially be a risk but none so far detected</p>	
<p>Comment on the school's community, locality and relevant history</p> <p>Rural village school. Our school demographic gives us a mix of children from different ethnic and faith backgrounds. We work to promote inclusivity, mutual respect and tolerance.</p>		
<p>Risk evaluation</p>	<p>Low</p> <p>Medium</p> <p>High</p>	<p>Way Forward</p> <p>Continue with awareness (such as through parent workshops) and work with children</p>

Date completed.....23.7.2018.....Signed.....M.O'Dell.....

APPENDIX 6 - Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

APPENDIX 7 - Child Protection – Initial Concern Sheet

School Record, Safeguarding Concern Form– CONFIDENTIAL

Please complete this form as fully as possible. Give accurate, detailed information and record as soon as you can when an event has caused you concern.

Hand in to the DSL **immediately** on the same day of the event. DO NOT MAKE COPIES or LEAVE ELECTRONIC FILES ON SYSTEMS THAT COULD BE ACCESSED BY UNAUTHORISED PEOPLE.

Your Name:			
Role in School:			
Childs Name (in full):		DOB	
Class:			
Teacher:			
Male <input type="checkbox"/> Female <input type="checkbox"/>	Disability: Yes <input type="checkbox"/> No <input type="checkbox"/>	Ethnicity:	Religion:
Date of Concern:		Time of concern:	
Level of Concern:	Level of concern: 1 = mild e.g. slight change in behaviour, presentation, attitude to school but significant enough for it to stand out to you. 2 = significant poor presentation, child attendance falling, hungry, fearful, tired not engaging in lessons causing frequent behavioural concerns.		

	<p>3 = smelly, dirty clothes, serious concerns about neglect, clingy behaviour, frequent anger, general unhappiness.</p> <p>4= same as point 3 but child expresses unhappiness, discloses they are feeling unhappy, threatened, vulnerable in or out of school.</p> <p>5 = same as point 4 but immediate risk of physical / sexual abuse</p>
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Childs account of disclosure
(What did the child say-in their own words/disclose/how/demeanour)

Describe concerns / event:
Direct disclosure – verbatim (do not question / probe!):
Continue overleaf if necessary

Your comments (Your opinion, context of concern/disclosure/your observations)			
<p>Any witnesses or corroborating evidence:</p> <p>Integrity of information recorded (do not discuss elsewhere): Complete Yes / No If no, why not. Include names of anyone else with knowledge.</p>			
Your response (What did you do/say following the concern)			
Your Name:		Your signature:	
Your position in school:		Date and time of this recording:	
Action and response of DSL/Headteacher (What steps have you taken?/referral to DAS or Early Help?/Monitor in school/Parents informed-if appropriate?)			
Feedback given to staff member reporting concern:		Info shared with other staff? If so, what was shared and rationale for this?	
Name:		Date:	

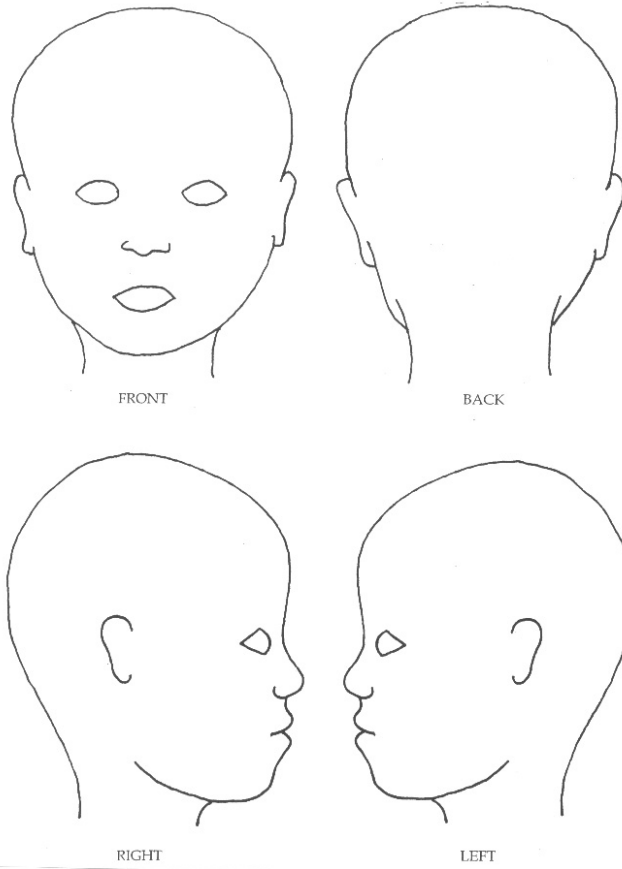
Checklist for DSL (to be printed on back of record of concern form)

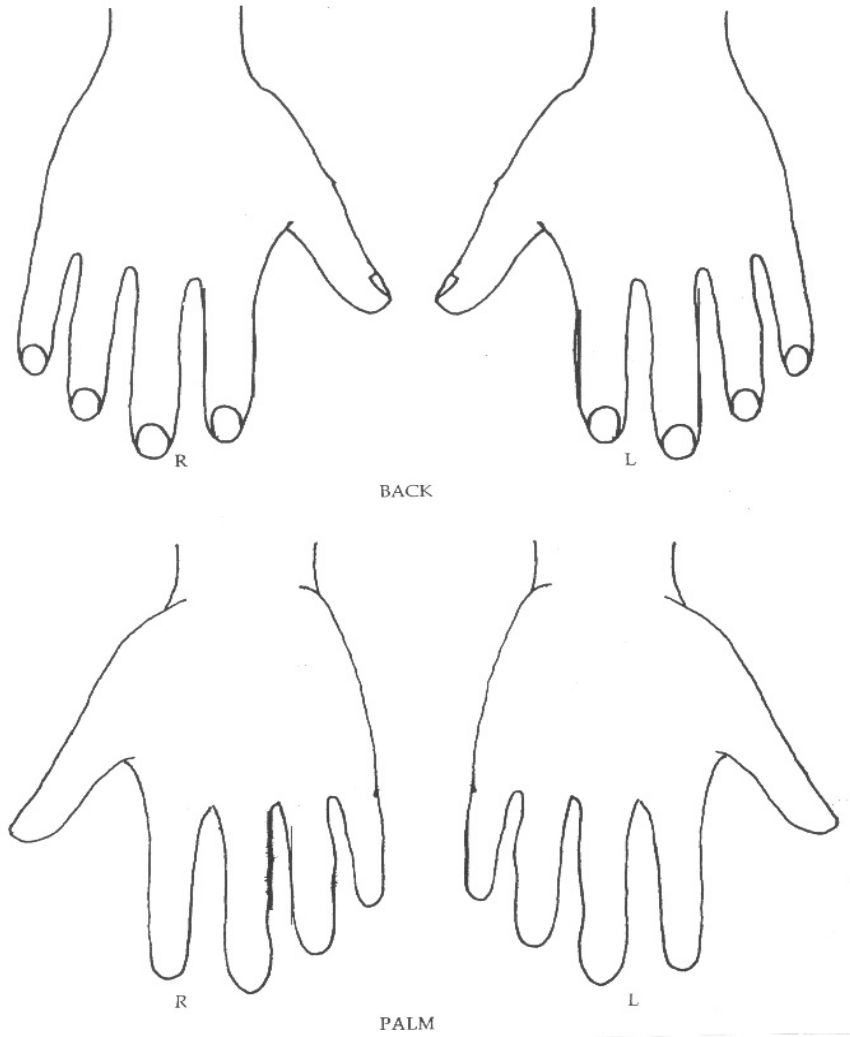
- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ Attached completed body map – if relevant

Audit Date:		Audit completed by:	
Action Required:	Timescale:	Name & position of person responsible:	Date action completed:

Body Chart Example - Body Chart 1

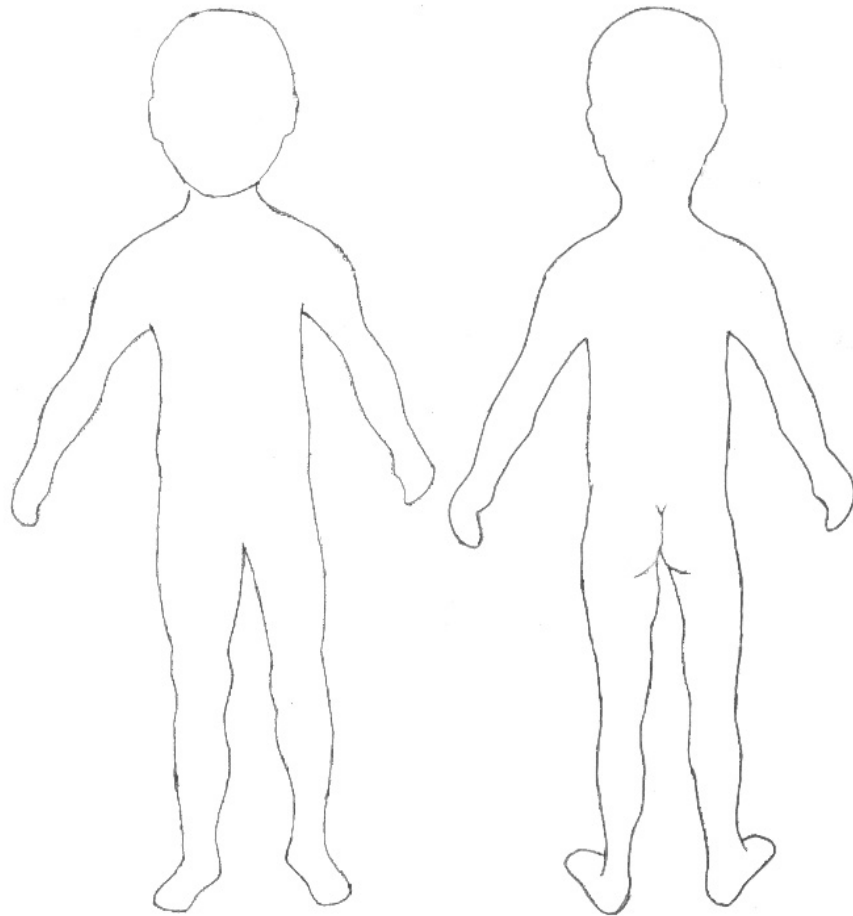
First Name:		Last Name:		Date:	
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Body Chart Example - Body Chart 2

First Name:		Last Name:		Date:	
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Body Chart Example - Body Chart 3

First Name:		Last Name:		Date:	
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APPENDIX 8 - Chronology of Events

Child's name

DOB

Name and contacts of key people (Social Workers/ Family support workers etc)

Date	Day	Current Year group	Referred by (full name)	Description	Action	Current status

APPENDIX 9 - Adults on site, other than those employed by the school

Adults need to visit the school for many reasons. Those employed by LCC departments will have undergone vetting procedures. Those employed by other agencies likewise will have been vetted by those agencies. Written documentation from these organisations and agencies is held by the school to verify this.

All visitors to the school are required to sign in and wear a visitor pass which they are issued with.

Contractors

All contractors are required to sign in and wear a visitor pass. Contractors are accompanied by the school's Premises Officer or a member of staff who will remain with them. Contractors who make frequent visits to the school and / or are in the school for long periods of time on a number of occasions are to be asked for evidence of vetting.

Traffic on the Site

Parents are required to use the designated car park (if school has one) to drop off pupils/students at the beginning of the school day. They do not park on the school site. The school bus makes use of the car park to drop off and pick up pupils/students where appropriate. Staff are on duty at the beginning and end of the school day to welcome pupils/students onto the site and see them leave.

Specific Guidance / Checklist for all members of staff organising visits from external agencies.

- Ensure the visitor from the external agency complements the school's planned programme or scheme of learning.
- Be confident that the visitor / external agency has expertise in the subject they are delivering and the experience and skills in delivering sessions to young people.
- Ensure the DBS status of the visitor is at the appropriate level.
- Discuss and agree the aims of the session, professional boundaries, classroom discipline, fees, if applicable and before the session
- Inform visitor / external agency of: number, age, gender, ratio of pupils/students, background, ethnicity and culture of students, SEN status.
- Provide copies of relevant school policies e.g. SRE, Drugs, Confidentiality etc.
- inform relevant people of presence and remit of visitor: e.g. School Reception, Head.
- Inform pupils/students in advance of activity.
- Provide visitor with named contact.
- Organise, meet and greet and ensure arrangements and classroom / assembly are prepared.
- Ensure relevant staff member is present or available during the session and is responsible for class behavior.
- Ensure activity meets the Health and Safety guidelines.
- Ensure pupils/students are given time to reflect on what they have learned.
- Ensure students, teacher and visitor carry out and record agreed evaluation method of the session.

Appendix 10 - Tackling Extremism and Radicalisation Policy

Background

This Preventing Radicalisation Policy is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when they start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of our school's work and protecting them from extremism is one aspect of that.

Policy statement

The Pochin School is fully committed to safeguarding and promoting the welfare of all students. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We have a duty to prepare our young people for life in modern Britain and to keep them safe. The Tackling Extremism and Radicalisation Policy sets out our beliefs about how to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. Strategies and procedures are covered in a separate document for staff. Students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- PREVENT Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Non-statutory guidance

Promoting fundamental British values as part of SMSC in schools: Departmental Advice for Maintained Schools (DfE 2014).

Aims and principles

The Pochin School's Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to

extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions. The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen in the local community and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

The objectives are that:

- All governors, teachers, learning support assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, learning support assistants and non-teaching staff will know what the school policy is on safeguarding against extremism and radicalisation and will follow the Safeguarding Policy guidance swiftly when issues arise.
- All students will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents / carers and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Definitions and indicators

British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Extremism is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values. We also include in our definitions of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Links to other policies

Tackling Extremism and Radicalisation Policy links to the following School policies;

Safeguarding

Staff Code of Conduct

Care and Guidance

E-Safety

Teaching and Learning

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk.

Signs of vulnerability may include:

- underachievement
- being in possession of extremist literature
- poverty

- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes on dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- online searches or sharing extremist messages or social profiles
- intolerance of indifference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist messages or social profiles
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Roles and responsibilities

Role of the Governing Body

It is the role of the Governing Body to ensure that the school meets its statutory duties with regard to preventing radicalisation. The Safeguarding Governor will liaise with the Assistant Head Teacher and other staff with regard to protecting children from radicalisation.

Role of the Head Teacher

It is the role of the Head Teacher to:

- Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis.
- Ensure that the school's curriculum addresses the issues involved in radicalisation.
- Ensure that staff conduct is consistent with preventing radicalisation.

Role of Designated Safeguarding Leads

It is the role of the Designated Safeguarding Leads to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.
- Make referrals to appropriate agencies with regard to concerns about radicalisation.
- Liaise with partners, including the local authority and the police.
- Report to the Governing Body via the Governor responsible for Safeguarding.

Role of Staff

It is the role of staff to:

- Understand the issues of radicalisation.
- Recognise the signs of vulnerability and radicalisation.
- Know how to refer concerns.

Policy review

The Pochin School's Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Safeguarding policy review.

This policy will be ratified by the Full Governing Body.

Tackling Extremism and Radicalisation - procedures for staff

Procedures for referrals

Although serious incidents involving radicalisation have not occurred at The Pochin School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, county and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and / or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this. We are aware of the potential factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and antisocial behaviour, family tensions, race / hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances, in the event of prejudicial behaviour the following procedure will be followed:

- All incidents of prejudicial behaviour will be reported to the Designated Safeguarding Lead.
- All incidents will be fully investigated and recorded in line with the Care and Guidance Policy and records will be kept.
- Parents / Carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral.

- The Designated Safeguarding Lead will follow-up any referrals, with the support of relevant school staff, for a period of four weeks to assess whether there is a change in behaviour or attitude.
- If deemed necessary serious incidents will be discussed with the Central Duty Team and a Referral made to Children's Services.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will make a CHANNEL referral and / or contact Leicestershire Police Counter Terrorism Unit.

The role of the curriculum

Our curriculum is broad and balanced and promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. These themes also appear in our programme of assemblies across the academic year and underpin the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Students are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. The filtering and monitoring systems in our school blocks inappropriate content, including extremist content.

Staff training

Through INSET opportunities, which form part of our coordinated whole school approach to Safeguarding, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

Safer recruitment

We ensure that the staff we appoint are suitable, our recruitment processes are rigorous and we follow the statutory guidance. Vetting and barring checks are undertaken on relevant people including governors and volunteers.