



RUSHEY GREEN PRIMARY SCHOOL

CHILD PROTECTION POLICY

At Rushey Green School we work in partnership with parents to provide an education of the highest quality, which celebrates everyone's success in a happy, caring environment, where all our differences are valued.

Rushey Green School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children. (Appendix 8)
- Raising awareness of child protection issues by ensuring staff regularly review the Child Protection Policy and understand the guidance relating to their conduct towards children (Appendix 5)
- Ensuring children are equipped with the skills and understanding to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse carried out by adults or children
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure staff know how to respond when children disclose information that raises child protection concerns against adults / children (appendix 3)
- Include opportunities in the PSHCE (personal, social, health and citizenship) curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee and to take account of guidance issued by the Department for education and Skills to:

- Ensure we have a safeguarding lead for child protection who has received appropriate training and support for this role (Headteacher)
- Ensure we have a nominated governor responsible for child protection (Graham Rees)
- Ensure every member of staff, volunteer, student and governor knows the name of the designated teacher responsible for child protection and their role.
- Ensure all staff, students and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection. (Appendix 1 & 2)
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- Ensure that parents know what to do if they have a concern about their child's welfare (Appendix 7)
- Notify social care and health if there is an unexplained absence of more than two days, or the explanation is not acceptable or adequate of a pupil who is on the child protection register
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure and then follow procedures where an allegation is made against a member of staff, volunteer or another child
- Ensure safe recruitment practices are always followed

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The contents of the curriculum
- The school ethos, which promotes a positive, supportive and secure environment and gives a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is

unacceptable but they are valued and not to be blamed for any abuse which has occurred

- Liaison with other agencies that support the pupil such as Social Care and Health, Child and Adult Mental Health Service, Education Welfare and Educational Psychology Service
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed

Training

The Designated Teacher attends Child Protection Training every two years. In addition he/she must successfully complete Safer Recruitment training every three years

The Chair of Governors attends Child Protection Training every three years. He/she must also successfully complete training in Safer Recruitment.

Teachers & Teaching Assistants will review the child protection policy annually and receive training triennially.

When recruiting staff at least one person on the interviewing panel must have completed the Safer Recruitment training.

Monitoring this policy

This policy will be reviewed by staff and governors annually

Appendices

The appendices to this policy give guidance and describe procedures for the following:

1. Definitions of abuse
2. Possible indicators of abuse
3. Guidance for staff and volunteers on Child Protection
- 3a Child Protection Disclosure Form
4. Dealing with allegations of abuse
5. Guidance on conduct - National Employers Organisation for school Teachers
6. Useful contacts
7. What to do if you have a concern (a guide for parents)
8. Lewisham guidance on recruitment
9. Female Genital Mutilation (FGM)
10. Keeping children safe in education (part one) - DFE
11. Guidance for Terrorism and Extremism.

Reviewed by Curriculum Committee

To be next reviewed

Spring 2016

Appendix 1

Definitions of abuse (Department of Health 2003)

What is abuse and neglect?

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting: by those known to them or, more rarely, by a stranger.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.

Female Genital Mutilation (FGM see appendix 9): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only so far as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children frequently to feel frightened, or the exploitation or corruption of children.

Sexual abuse involved forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of pornographic material, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in

sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Neglect is the persistent failure to meet a child's basic physical needs and / or psychological needs, likely to result in the serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2

Possible indicators of abuse

Physical signs

Injuries not consistent with the explanation given for them
Injuries which occur to the body in places which are not normally exposed to falls, rough games etc
Injuries where children have not received medical attention
Instances where children are kept away from the group inappropriately
Reluctance to change form or participate in, games or swimming
Self abuse e.g., cutting

Emotional signs

Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour (for example, in role-play with younger children)
Severe sleep disturbances with fears, phobias, vivid dreams or nightmares
Eating disorders
Poor self esteem and / or socially withdrawn
Sudden changes in mood or behaviour
Depression/aggression/extreme anxiety
Sudden lack of concentration
Inappropriate relationships with peers and/or adults

Appendix 3

Child protection – guidance sheet for staff, students and volunteers

Rushey Green School is committed to nurturing and safeguarding the children entrusted to its care.

It is important that you are aware of what to do should you become concerned about the welfare of any child or young person you are working with. Always talk through any concerns you may have with the Headteacher or Deputy. They will be able to give you support and advice and will know whether or not further action should be taken. The Headteacher is the 'designated teacher for child protection'. It is particularly important to talk with the Headteacher (or in her absence, the Deputy) without delay, if you suspect that a child may be suffering, any of the following:

- Physical abuse - where a child's body is being injured or hurt by an adult or another child
- Emotional abuse- where a child is not receiving sufficient love affection or appropriate attention, may be frightened by taunts or threats, or is being given responsibilities beyond his or her years
- Sexual abuse- where an adult or another child is using a child to satisfy their own or other people's sexual appetites
- Neglect - where the adults with parental responsibility fail to care for a child and/or protect him or her from danger, seriously impairing or endangering health and development

If a child begins to tell you that he/she or someone they know is suffering abuse, you should respond in the following way:

- Look at the child as he or she is talking, without showing signs of shock or surprise
- Accept what the child says (however unlikely it may sound)
- Let the child know that you will need to tell someone else - don't promise confidentiality
- Let the child give his or her account without asking leading questions
- Reassure the child that he or she has done the right thing in telling you
- Note down what the child has said
- Report the conversation immediately to the Headteacher, or in the absence of the Head, the Deputy Headteacher, or a member of the school's Senior Leadership Team.
- Complete a disclosure form and hand to designated teacher (copy of form attached - appendix 3a)

Copies of the full Child Protection Policy, which includes further guidance, are kept in the policy file in the school office

Rushey Green Primary School Child Protection Disclosure Form

Childs Full Name: _____ **Age:** _____ **D.O.B:** _____

Address:

Gender: _____ **Ethnicity:** _____

Parents Details: _____

School/Oraanisation: _____

Nature of concern using child's own words:
(Differentiate between facts, options or judgement.)

Time/Date of Incident: _____

Action Taken. If no action state why:

Designation: _____

Signature: _____ **Date Completed:** _____

Print Name: _____

Appendix 4

Allegations of Child Abuse

Allegations of child abuse made against children must be reported immediately to the school's safeguarding lead who will contact the Local Authority Designated Officer (LADO)

Lewisham Authority has adopted the Investigation Referral Support Co-ordinators (IECS) recommended procedures for dealing with allegations against teaching and other staff.

As part of these procedures, the school will take the following course of action in the case of an allegation of abuse being made against one of its staff.

Any allegation of abuse against a member of staff will be reported immediately to the Headteacher.

As soon as the allegation is received by the Headteacher, the Local Authority Designated Officer (LADO) will be informed.

If the allegation is against the Headteacher, the Chair of Governors will be informed and he or she will contact the Local Authority Designated Officer (LADO).

The Lead Officer will ask that initial enquiries to check the practical details of the allegation be undertaken immediately. The nature of the enquiries should try to establish details about the time, dates and location of the alleged abuse and the names of potential witnesses. The information should be signed and dated by the Headteacher. (If the allegation is against the Headteacher, the Chair of Governors will be asked to gather this information.).

These enquiries should not institute an investigation and should not try to establish guilt or innocence.

The welfare of the child and of other children in the school must remain paramount, but over hasty or ill-judged decisions should not be made. Rather, all parties involved in the allegation should be reassured that the responsible officers will act in a careful, measured way while they follow procedures.

During this initial consultation with the Headteacher (or Chair of Governors), the Lead Officer will decide how the matter should be taken forward. The school will follow guidance and instructions from the Lead Officer, who will co-ordinate any further action, should this be necessary, following the procedures set down in the IRSC documentation.

Local Authority Designated Officer: Lin Blakelock - 020 8314 7280

Appendix 5

NEOST GUIDANCE ON CONDUCT FOR TEACHERS, EDUCATION STAFF, VOLUNTEERS AND STUDENTS JUNE 2007

NATIONAL EMPLOYERS ORGANISATION FOR SCHOOL TEACHERS GUIDANCE ABOUT CONDUCT FOR STAFF, COLUNTEERS, STUDENTS, GOVERNORS, ETC WHOSE WORK BRINGS THEM INTO CONTACT WITH YOUNG PEOPLE

INTRODUCTION

This guidance is intended to assist LA's and schools develop and review codes of conduct to help staff and volunteers to minimise the risk of being accused of improper conduct towards the young people with whom they come into contact during their work. The subject should be covered in schools' induction arrangements for all staff and volunteers.

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff relate to pupils and where opportunities for their conduct to be misconstrued might occur. Staff must exercise professional judgements in their dealings with pupils. For the vast majority of staff, this code of conduct will serve only to confirm what has always been their practice. If staff have any doubts about the advice contained in this document they should consult their Headteacher.

From time to time however, it is advisable for all staff to reappraise their teaching styles, relationships with pupils and their manner and approach to individual pupils, to ensure that they give no grounds for any doubts in the minds of colleagues, pupils or parents.

Child Abuse

Child abuse may be physical, sexual or psychological. Whilst child abusers may be relatives or friends of the family, some meet children in other contexts and as small minority of these may gain access to children in schools as teachers or support staff through their voluntary involvement in school activities. Pupils should not feel inhibited from reporting abuse against them by staff, volunteers or pupils, or any incident where a pupil has grounds to believe that a member of staff has crossed the boundary of acceptable behaviour. Headteachers and staff will continue to do all they can to ensure that the environment within schools encourages pupils and staff to make truthful reports of any inappropriate behaviour.

The action to be taken by staff when they suspect a pupil is being abused by a person outside or inside the school, and the steps that should be taken if an allegation of

abuse is made against a member of staff, volunteer or pupil by a pupil, are set out in the school's child protection procedure and all staff should be familiar with it.

Other procedures and guidance

Staff should also be familiar with the school's policies about physical contacts with pupils, the use of reasonable force to control or restrain pupils, and the procedures that should be followed if a pupil needs first aid or medical attention.

1. GUIDELINES FOR STAFF

1.1. Private meetings with pupils

- Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. There will be occasions when a child is alone with an adult for example when a confidential interview or one to one tutoring is necessary. This should take place in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.
- Meetings with pupils away from the school premises should only be arranged with the specific approval of the Headteacher

1.2 Physical contact with pupils

- Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, it could lead to serious questions being raised. As a general principle, staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils.
- Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour; this includes poking, pushing and any form of aggression, unless it is by way of restraint or removal. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

1.3 Where physical contact may be acceptable

- There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the Headteacher.

- Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE and; contact activities at a youth club. Staff should be aware of the limits within which such contact should properly take place and the possibility of such contact being misinterpreted.
- There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to physically restrain a pupil he/she should make a written report of the incident in the form prescribed by the school's policy on restraint.

1.4 Caring for pupils with particular problems

- Staff who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether physical contact could be misconstrued.
- Wherever possible staff who have to help children with toileting difficulties should be accompanied by another adult and pupils should, wherever possible, be encouraged to change themselves. It is accepted that there will be some situations where pupils will present particular problems for staff and the emphasis will be on what is reasonable in all the circumstances.

1.5 Relationships and Attitudes

- All staff should clearly understand the need to maintain appropriate boundaries in their dealings with pupils. Intimate or sexual relationships between staff and pupils will be regarded as a grave breach of trust, and any sexual activity between a member of staff and a pupil under 18 years of age, may be a criminal offence.
- All staff should ensure that their relationships with pupils are appropriate to the age and gender of pupils, and take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language, all require care and thought, particularly when members of staff of either sex are dealing with adolescent boys and girls.
- From time to time staff may encounter children who display attention seeking behaviour, or profess to be attracted to them. Staff should aim to deal with those situations sensitively and appropriately, but must ensure that their behaviour cannot be misinterpreted. In these circumstances, the member of staff should also ensure that the Headteacher or a senior colleague is aware of the situation.

1.6 Where conversation of a sensitive nature may be appropriate.

Many staff have a pastoral responsibility for pupils and in order to fulfil that role effectively, there will be occasions where conversations will cover particularly sensitive matters, staff must, in these circumstances, use their discretion to ensure, that, for example, any probing for details cannot be construed as unjustified intrusion.

- Other staff in schools may, from time to time, be approached by pupils for advice, Pupils may also appear distressed and staff may feel the need to ask if all is well. In such cases, staff must judge whether it is appropriate for them to offer counselling and advice or whether to refer the pupil to another member of staff with acknowledged pastoral responsibility for the particular pupil.

1.7 Inappropriate comments and discussions with pupils

- As with physical contact, comments by staff to pupils, either individually or in groups, can be misconstrued. As a general principle therefore, staff must not make unnecessary comments to and/or about pupils which could be construed to have sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst pupils in class, or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson, or the circumstances. At the same time, it is recognised that a topic raised by a pupil is best addressed rather than ignored.
- Systematic use of insensitive, disparaging or sarcastic comments is also unacceptable.

1.8 Extra curricular activities

Staff should be particularly careful when supervising pupils in extra curricular activities, or a residential setting such as a ski trip, outdoor education camp or extended visit away from home. Typically a less formal approach than usual is appropriate in these settings, but that can be open to misinterpretation. Although a more informal approach is usual in such circumstances, the same standard of behaviour is expected as within the school.

Staff should take care in receiving or giving gifts to pupils which could be misunderstood. Gifts to individual pupils from staff will be exceptional and should be assessed against the school's policy or by a senior member of staff. Inappropriate gifts from pupils should be reported as described in paragraph 1.7.

1.9 Reporting incidents

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, he/she should discuss the matter with the Headteacher. Where it is agreed with the Head, the member of staff or volunteer should provide a written report of the incident. A detailed written report should always be made if a member of staff had been obliged to restrain a pupil physically, or where a complaint has been made by a pupil, parent or other adult.

Appendix 6

USEFUL CONTACTS

Local Authority Lead Officer Lin Blakelock	02083146267
Social Care & Health Duty Team	02083146294/6331 02083148553/6106
Police Child Protection Team	02086901212
School's Team Personnel Manager Diane Parkhouse	02083146291
Child Protection Governor Annie Roper	-

Appendix 7

RUSHEY GREEN SCHOOL Information for Parents on Child Protection

At Rushey Green School we want all our children to behave well and be happy. We aim to deal with questions and concerns quickly and helpfully. We recognize there are times when things may go wrong or when concerns develop. These can usually be resolved by speaking to the right person. Most concerns can be settled without too much trouble.

What to do if you have a concern:

Arrange to talk to your child's class teacher at the earliest opportunity. In our experience, most concerns can be resolved at this point. Remember there is often more than one view about an incident or situation and the class teacher is often in the best position to find out all the necessary information. She or he will be able to talk with you about any action which may be helpful to resolve the situation.

If you continue to be concerned, or if you have a serious concern, you can make an appointment to speak to a senior member of staff, such as the Deputy Head or the Headteacher. Make sure that you are able to give as much information as possible. The senior member of staff may need to make some investigations themselves, before getting back to you. (To make an appointment, see the school office staff).

If you have spoken to senior staff and / or the Headteacher and still feel that the matter has not been resolved in a satisfactory way, you should write to the school's Chair of Governors. Make sure you include as much detail as possible and hand your letter in to a member of the school office staff, who will pass it on to the Chair of

Governors. The Chair of Governors will investigate the matter and will let you know the outcome in writing.

We hope that you will find the information in this leaflet helpful

Appendix 8

CHILD PROTECTION: GUIDANCE ON RECRUITMENT

Following the Bichard Report 2004, Lewisham's best practice guidance draws attention to the need to:

- Identify whether the post involves working closely with children. Advice should be sought from the L.A.
- Ensure that the process of recruitment to these posts, include a Disclosure and Barring Service (DBS) check at an enhanced level. HR will be able to advise on the appropriate check for your vacancy;
- Set up an experienced interview panel where possible, involving people who have been recently trained and have undertaken interviews for similar positions. Chairs of panels who have not had recruitment and selection training in the last 3 years should seek advice from the school's designated personnel officer in the LA, with a view to attending training provided by the L.A.
- Ensure that as an absolute minimum, one member of the interview panel has attended recruitment and selection training within the last 3 years. In this situation, it is also recommended that more experienced panel members assist with other aspects of the recruitment process e.g. short-listing and interview preparation;
- Ensure that each application form is scrutinised in detail e.g. identifying any gaps in employment history, qualifications, that the referees are recent and related to the last two jobs, and looking at the candidates' motivation for working with children. Panel members are urged to identify all the relevant issues so that these can be picked up at interview;
- Prepare and plan the interviews with the panel, ensuring that sufficient time is set aside in advance;
- Ask demanding, probing and difficult questions where necessary, more personal questions around motivation for working with children, attitudes to power and responsibility etc, and to be flexible in the interviewing process so that issues can be picked up as they arise, in order to make a safe appointment and to get the best candidate for the vacancy;
- Consider the use of tests to provide further information to assist with the selection process. Consult the L.A. on the options and aim to ensure that test results are available at the interview to enable follow up and probing where necessary.
- The guidance also draws attention to the fact that all offers of employment are subject to a range of checks and clearances (references, certificates of

qualifications, documentation on DBS forms, additional checks on overseas appointees, prohibition checks) and that it is essential these are rigorously carried out.

APPENDIX 9 to Child Protection Policy: FEMALE GENITAL MUTILATION (FGM)

DEFINITION:

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child (World Health Organization - 1997).

GOVERNMENT GUIDELINES:

Under the Female Genital Mutilation Act 2003 it is an offence in England, Wales and Northern Ireland for anyone (regardless of their nationality and residence status) to:

- perform FGM in the UK;
- assist the carrying out of FGM in the UK;
- assist a girl to carry out FGM on herself in the UK; and
- assist from the UK a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.
- In England, Wales and Northern Ireland the practice is illegal under the Female Genital Mutilation Act 2003. In Scotland it is illegal under the Prohibition of Female Genital Mutilation (Scotland) Act 2005.
- It is also an offence for UK nationals or permanent UK residents to:
- perform FGM on any person overseas;
- assist FGM carried out abroad by a UK national or permanent UK resident - this would cover taking a girl abroad to be subjected to FGM;
- assist a girl to perform FGM on herself outside the UK; and
- assist FGM carried out abroad by a non-UK person on a girl/woman who is a UK national or permanent UK resident - this would cover taking a girl abroad to be subjected to FGM;

(even in countries where the practice is not a criminal offence any person found guilty of an offence under the Female Genital Mutilation Act 2003 will be liable to a maximum penalty of 14 years' imprisonment or a fine or both - https://www.gov.uk/government/uploads/system/.../FGM_leaflet_v4.pdf)

POSSIBLE INDICATORS:

- Long absences from school, particularly during term time
- Possible cultural heritage - UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leonean, Egyptian, Nigerian and Eritrean. Non-African communities that practise FGM include Yemeni, Afghani, Kurdish, Indonesian and Pakistani, although this list is not exclusive
- Talk of a special ceremony or family event, with limited details
- A change in a girls attendance, appearance and/or attitude
- Long periods away from the classroom, possibly spent in the toilet
- Long periods of absence explained as illness
- Girls who are withdrawn from PSHE lessons in school
- Siblings of Older sisters who have already undergone the procedure
- Visits from elders in the Family from overseas
- Signs of embarrassment when changing for PE
- Visible discomfort in sitting, walking or standing

GUIDANCE FOR STAFF:

- Raise awareness of FGM through training and review of the school's Child Protection Policy
- Regular training for Child Protection Officer (Head Teacher) and/or designated teachers
- The process of FGM is illegal and is child abuse and must be recorded and reported if you find that a girl may have undergone the process. If you are unsure of the signs/symptoms speak to the Child Protection Officer
- If you discover a child has been subject to FGM, support must be given through the school, local health services and counselling and other support services should be sought and recommended

CURRICULUM GUIDANCE:

- Ensure children are equipped with the knowledge and skills to keep them safe - KS2 children, primarily Year 6 girls to have appropriate information through the PSHE Curriculum on FGM in our community presented by a Doctor / Nurse or Health Visitor associated with the School
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APPENDIX 10

(Extract from Keeping children safe in education - Statutory guidance for schools and colleges)

Part one: Safeguarding information for all staff

What school and college staff should know and do

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

The role of the school or college

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

The role of school and college staff

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

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

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

³ Department for Education guidance: [Working Together to Safeguard Children 2013](#)

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

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

8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

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

What school and college staff need to know

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

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

What school and college staff should look out for

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

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

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

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

16. A child going missing from education is a potential indicator of abuse or neglect. School and college staff members should follow the school's or college's procedures for

⁵ Department for Education (DfE) [training materials on neglect](#)

dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in this [guidance about children who run away or go missing from home or care](#).

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

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

18. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

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

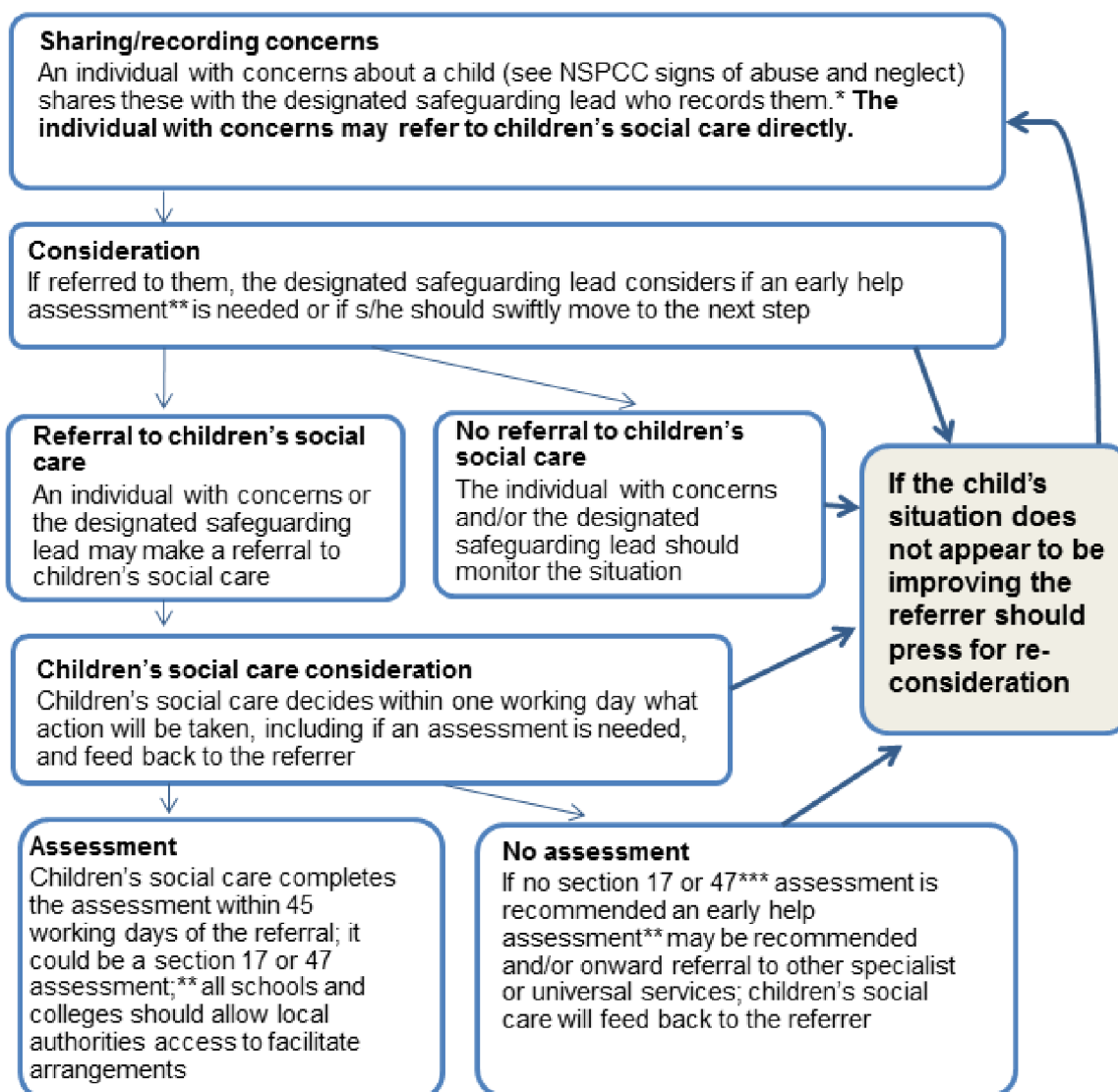
⁶ [Advice on whistleblowing](#) can be found on [GOV.UK](#)

⁷ [Brandon et al, Learning from Serious Case Reviews \(SCRs\) 2011](#)

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

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



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

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

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

Types of abuse and neglect

20. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

21. Physical abuse: 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.

22. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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.

23. 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.

24. Neglect: 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.

Specific safeguarding issues

25. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the [GOV.UK](#) website:

[child sexual exploitation \(CSE\)](#) – see also below

[bullying including cyberbullying](#)

[domestic violence](#)

[drugs](#)

[fabricated or induced illness](#)

[faith abuse](#)

[female genital mutilation \(FGM\)](#) – see also below

[forced marriage](#)

[gangs and youth violence](#)

[gender-based violence/violence against women and girls \(VAWG\)](#)

[mental health](#)

[private fostering](#)

[radicalisation](#)

[sexting](#)

[teenage relationship abuse](#)

[trafficking](#)

Appendix 11

Guidance for working with children and young people who are vulnerable to the messages of terrorism and extremism

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (*HM Government Prevent Strategy 2011*)

National Guidance and Strategies

CONTEST is the Government's counter terrorist strategy, its aim to reduce the risk to the UK and its interests overseas from terrorism.

PREVENT is a key part of the CONTEST strategy, its aim is to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of “Prevent” in diverting people away from being drawn into terrorist activity. “Prevent” happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation.

CHANNEL is a key element of the “Prevent” strategy and is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs

Partnership working

Working Together to Safeguard Children (WT) 2013 identifies exposure to, or involvement with, groups, individuals who condone violence as a means to a political end as a particular risk for some children. All children and young people's partnerships should have an agreed process in place for safeguarding vulnerable individuals including children's, transition and adult's services. Local Safeguarding Children Boards (LSCBs) and local authorities should ensure they are informed of the particular risks in their area.

Understanding and Recognising Risks and Vulnerabilities of Radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **significant harm**. Children and young people are vulnerable to exposure to, or involvement with, groups or individuals who advocate violence as a means to a political or ideological end. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right, internal terrorist and international terrorist organisations. Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation are the same as those you are already familiar with:

- family tensions

- sense of isolation
- migration
- distance from cultural heritage
- experience of racism or discrimination
- feeling of failure etc.

It is important to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those you are already familiar with alcohol or drug abuse, family break down, domestic abuse, bullying etc or even something more minor.

Vulnerability/ Risk Indicators

NB - The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/ young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators have been provided to support professionals in NL to understand and identify factors that may suggest a child, young person or their family may be vulnerable or involved with extremism.

Vulnerability

- **Identity Crisis** - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- **Personal Crisis** – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- **Personal Circumstances** – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- **Unmet Aspirations** – Perceptions of injustice; feeling of failure; rejection of civic life
- **Criminality** – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups
- e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but
- not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be

emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity

- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

The designated safeguarding lead professional must be informed of any concerns about children in the school who may be vulnerable to radicalisation or being drawn into violent extremist activity. Some concerns which are identified may have a security dimension to them. For this reason, the designated safeguarding lead in discussion with LADO and other professionals will need to determine the most appropriate level and type of support to offer the child.