



# St John's Church of England Primary School Child Protection and Safeguarding Policy

## Table of Contents

1.0 Principles .....	2
2.0 Types of Abuse .....	4
3.0 Managing allegations against another child (Peer on Peer Abuse). .....	5
4.0 Procedures for Referral and Early Help.....	8
5.0 Alleged Abuse by Staff.....	9
6.0 Record Keeping.....	9
7.0 Parental Involvement, Referrals and Information Sharing.....	10
8.0 Training.....	11
9.0 Prevention - Overview.....	11
10.0 Safer recruitment .....	13
11.0 The Role of the Governing Body of each WMAT school .....	14
12.0 Review .....	14
Appendix A – Key Staff.....	15
Appendix B – Further information in relation to types of abuse, neglect and specific safeguarding issues relating to children .....	16
Appendix C - School Welfare Concern Form .....	21
Appendix D - For All Staff - Reporting a concern flowchart.....	24
Appendix E – Responding to Sexting in Schools and Colleges UKCCIS Guidance .....	25
Appendix F – For the DSL - Social Care Referral Flowchart .....	28

Appendix G – Sharing Information.....	29
Appendix H – Further information on Child Sexual Exploitation.....	30
Appendix I – Further information on Female Genital Mutilation.....	31
Appendix J – Further information on Extremism and Radicalisation .....	34
Appendix K – Further information in relation to Children Missing Education.....	38

## 1.0 Principles

1.1 WMAT takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. “The welfare of the child is paramount.” Children Act 1989.

1.2 All action is taken in line with the following legislation/guidance:

- South West Child Protection Procedures (SWCPP)
- The Children Act 1989 and 2004
- The Children and Families Act 2014
- Section 175 Children Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers’ Appraisal) (England) Regulations 2012
- The Counter Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003
- Keeping Children Safe in Education 2016
- Working Together to Safeguard Children 2015
- Safeguarding Children and Safer Recruitment in Education 2007
- Local Safeguarding Children Board Guidance
- Guidance for Safer Working Practices 2015
- The Prevent duty – Advice for schools and childcare providers 2015
- What to do if you’re worried a child is being abused 2015
- Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015
- Sexting in schools and colleges: Responding to incidents and safeguarding young people 2016

1.3 WMAT will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE, and the Local Authority (LA).

1.4 This policy applies to all members of the Trust/school community i.e. directors (sometimes referred to as Trustees), governors, employees, casual workers, volunteers, agency workers,

consultants/3rd parties engaged by the Trust/schools, and they are responsible for adhering to and acting in accordance with the requirements of the policy.

1.5 We recognise that staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse and offer support to children in need.

1.6 As part of the ethos of WMAT, the staff and governors of each school are committed to:

- ensuring each school practises safer recruitment in checking the suitability of staff and volunteers to work with children;
- ensure each school has a Designated Safeguarding Lead (DSL) for Safeguarding/child protection and a Deputy DSL who has received appropriate training and support for this role. Details of the members of staff allocated to these roles at St John's Church of England Primary school can be found in **Appendix A**.
- ensuring that all staff and volunteers understand, and adhere to, the WMAT's Code of Conduct;
- establishing and maintaining a safe school environment in each school, where all pupils feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
- supporting children who have been abused, and carrying out specific actions in accordance with the agreed child protection plan;
- including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
- ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect and know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2016 and the Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements;
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL or Deputy DSL;
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
- encouraging and supporting parents/carers, working in partnership with them.

1.7 The WMAT recognises that it is an agent of referral and not of investigation.

1.8 The WMAT Child Protection and Safeguarding should be read in conjunction with other relevant policies.

- WMAT Health and Safety Policy
- WMAT Safer Recruitment: Recruitment and Selection Policy
- WMAT Escalation/Resolution Policy
- WMAT Policy for managing allegation of abuse against staff
- WMAT Code of Conduct
- WMAT Whistleblowing Policy

- WMAT Equal Opportunities Policy
- WMAT Online Safety Policy
- St John's Church of England Primary School Attendance Policy
- St John's Church of England Primary School Behaviour Management, Physical Restraint and Anti-Bullying Policy
- St John's Church of England Primary School Managing Medical Needs Policy
- St John's Church of England Primary School PHSE Policy
- St John's Church of England Primary School Educational Visits Policy
- St John's Church of England Primary School Off Site Education Policy

## 2.0 Types of Abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Further information in relation to these areas can be found in **Appendix B**. This guidance in relation to the types of abuse is in line with the guidance provided in 'What to do if you're worried a child is being abused' 2015.

### 2.1 Specific Safeguarding Issues

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. Keeping Children Safe in Education 2016 states that staff should be alert to a number of specific safeguarding concerns. It is important that members of staff are aware and know how to respond to the specific safeguarding issues that are detailed in **Appendix B**.

### 2.2 Guidance for all staff in WMAT - Taking Action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the student, for example, call 999
- report your concern to the DSL or Deputy DSL by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- seek support for yourself from the DSL/Deputy DSL if you are distressed. There are support services available for staff in this situation.
- complete a Student Welfare Concern Form (**Appendix C**)
- **Appendix D** provides a flowchart for reporting a concern.

#### **If you suspect a child is at risk of harm**

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the child if they are OK or if you can help in any way.

Use the welfare concern form (**Appendix C**) to record these early concerns. If the child does begin to reveal that they are being harmed you should follow the advice in the section 'If a child discloses to you'.

If, following your conversation, you remain concerned; you should discuss your concerns with the DSL.

**If a child discloses to you:**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgment. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

**During your conversation with the student:**

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'this isn't your fault', 'you are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the student.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the student's mother thinks about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the DSL or Deputy DSL. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the DSL or Deputy DSL.
- Write up your conversation as soon as possible on the record of concern form and hand it to the DSL or Deputy DSL.
- Seek support if you feel distressed.

### **3.0 Managing allegations against another child (Peer on Peer Abuse)**

### **3.1 Keeping Children Safe in Education 2016**

This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002. It states: all staff should recognise that children are capable of abusing their peers.

### **3.2 The following points should be used in respect of all cases in which it is alleged that a child:**

- behaved in a way that has harmed another child, or may have harmed a child;
- possibly committed a criminal offence against or related to another child; or
- behaved towards another child in a way that indicates he or she would pose a risk of harm if they were at school with children under the age of 18.

### **3.3 How allegations of peer on peer abuse will be investigated and dealt with**

- Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.
- Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officers at the local authority should be informed of all allegations that come to a school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.
- Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officers at the local authority should discuss the next steps with the DSL. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available.
- If an allegation is made against another child the quick resolution of that allegation should be a clear priority to the benefit of all concerned. Any unnecessary delays should be eradicated.
- In response to an allegation all other options should be considered before suspending a child: suspension should not be the default option. A child should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual and their parents/carers notified of the reasons.
- Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded or malicious should not be referred to in future references.
- Children that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### **3.4 The UK Council for Child Internet safety (UKCCIS) have produced guidance for schools on how to respond to the following incidents:**

- Person under 18 creates a sexual image of them and shares it with another person under 18.

- A person under 18 shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

The Designated Safeguarding Lead in each WMAT school will oversee any incidents which meet the criteria outlined above. The school's response to sexting incidents is in line with the guidance within this document. A summary of the advice in The UK Council for Child Internet Safety (UKCCIS): sexting advice for schools and colleges can be found in **Appendix E**.

### **3.5 Incidents of bullying, cyberbullying, prejudiced based or discriminatory language**

All incidents should be dealt with in line with the school specific anti-bullying policy.

### **3.6 Children who may be particularly vulnerable**

3.6.1 Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge student's diverse circumstances, rather than the individual student's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

3.6.2 To ensure that all of our children receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- Looked After Children
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language
- involved in a child protection issue

### **3.7 Looked After Children (LAC)**

It is crucial that staff make appropriate decisions when the welfare of looked after children is being considered. The most common reason for children becoming looked after is as a result of abuse and/or neglect. All WMAT staff have the skills, knowledge and understanding necessary to keep looked after children safe. Staff can obtain the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact

arrangements with birth parents or those with parental responsibility. Staff can also access information about the student's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

### 3.8 Children with Special Educational Needs or Disabilities (SEND)

Children with SEND can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions those indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

### 3.9 Children staying with host families

Where schools have not been involved in making the arrangement but a member of staff or volunteer at a school becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the DSL. The school should notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

## 4.0 Procedures for Referral and Early Help

- 4.1 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the DSL or if unavailable to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 4.2 The DSL will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone 01225 396312/313 or the Emergency Duty Team on 01454 615165
- 4.3 Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing using the form marked C2 within a maximum of 48 hours, ideally 24 hours.
- 4.4 Essential information will include the student's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.
- 4.5 The referral will be shared with the parent/carers, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the CAFAIT team. **If a child discloses physical or sexual abuse,**

**where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker.** The relevant Social Worker will advise the school when, and by whom, parents will be informed.

- 4.6 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.
- 4.7 Referrals for Alleged Perpetrators of Sexual Abuse – Where a child is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to CAFAIT, the school will still telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator. The CAFAIT will advise whether or not a C2 needs to be completed by the school.

#### 4.8 **Inter-agency working**

All WMAT schools will contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2015. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

WMAT staff are required to support children by meeting regularly with social workers and other agencies and implementing plans within school if a child is allocated the status of Child In Need (CHIN) or Child Protection (CP) Plan.

The Social Worker will be informed immediately if a child subject to a child protection support plan is excluded.

## 5.0 **Alleged Abuse by Staff**

- 5.1 The WMAT has a specific policy for dealing with allegations of abuse against staff. This policy applies to all members of the Trust/school community i.e. directors (sometimes referred to as Trustees), governors, employees, casual workers, volunteers, agency workers, consultants/3rd parties engaged by the Trust/schools, and they are responsible for adhering to and acting in accordance with the requirements of the policy. This procedure is in line with statutory guidance Keeping Children Safe in Education 2016. Should you have any concerns surround the behaviour of staff towards children, please refer to the Dealing with Allegations Against Staff Policy.

## 6.0 **Record Keeping**

- 6.1 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into

context, and giving the date, time and location. All records must be dated and signed and discussed with the designated person for child protection. Where staff has observed injuries to a student, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.

- 6.2 All hand-written records will be retained, even if they are subsequently typed up in a more formal report.
- 6.3 Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to CAFAIT consideration should be given to the appropriateness of completing an Early Help Assessment (EHA) and making a referral for a Team around the Child meeting.
- 6.4 All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the student's educational records and must be kept separate from other records.
- 6.5 A chronology will be kept at the front of individual children's files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.
- 6.6 The quality of child protection records will be monitored by the Principal/Head teacher.
- 6.7 Where a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Head Teacher or designated person for child protection will also telephone the Head Teacher or designated person for child protection at the new school/college to raise awareness of child protection concerns, and that records are being transferred.
- 6.8 The school will refer to the NSPCC document entitled Records Retention and Storage.

## 7.0 Parental Involvement, Referrals and Information Sharing

- 7.1 This school is committed to helping parents/carers understand its responsibility for the welfare of all children.
- 7.2 Parents/carers will be made aware of the school's child protection policy via the school prospectus and initial meetings with parents of new pupils. Parents will also be made aware of how they can access the full child protection policy.
- 7.3 Concerns will be discussed with parents/carers. Where a referral is needed the process in **Appendix F** should be followed. This guidance is in line with the guidance provided in 'What to do if you're worried a child is being abused' 2015. The designated person should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. However, a lack of agreement should not stop a referral going ahead.
- 7.4 Information sharing is vital to safeguarding and promoting the welfare of children. Information Sharing should happen in line with the protocols outlined in '*Information Sharing: Advice for practitioners providing safeguarding services to children, young*

*people, parents and carers' 2015*. A flowchart summarising the key points of this document is included in **Appendix G**.

## 8.0 Training

- 8.1 Governors in each WMAT school must ensure that all staff read and are familiar with Part One: Safeguarding Information for all staff (page 5) in Keeping Children Safe in Education 2016. Governors will also ensure that all staff understand and discharge their responsibilities as set out on Part One of this Guidance. All staff must read the WMAT Code of Conduct and WMAT Child Protection and Safeguarding Policy.
- 8.2 The DSL and their Deputy must receive **multi-agency** child protection training every 2 years. (Minimum as set out by the LSCB and refresher requirements set nationally i.e. every 2 years) and undertake refresher training on specific issues as required.
- 8.3 All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years (minimum).
- 8.4 In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 8.5 Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the Designated Safeguarding Lead.
- 8.6 The DSL will have undertaken the 'Train the Trainers Course' and will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of behaviour within each school and ensure they receive appropriate training
- 8.7 In addition to the formal training for DSLs and their deputies, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- 8.8 Training records must be kept up to date by schools, recording the date, focus and level of training received by individuals.

## 9.0 Prevention – Overview

WMAT recognizes that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps protect children from harm.

The school will therefore:

- establish and maintain an ethos where children feel secure and 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 or in difficulty;
- include in the curriculum, activities and opportunities for PSHE through Citizenship which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

### **9.1 Prevention – Curriculum**

#### Sex and Relationships Education (SRE)

SRE plays a very important part in fulfilling the statutory duties WMAT schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. WMAT schools have a responsibility for safeguarding and a legal duty to promote child well-being (Education and Inspections Act 2006 Section 38).

#### Equalities

The Equality Act 2010 covers the way the curriculum is delivered. WMAT schools ensure that issues are taught in a way that does not subject children to discrimination. WMAT schools have a duty under the Equality Act to ensure that teaching is accessible to all children, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE fosters good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

#### Drug Education

The aim of drug education in WMAT schools is to provide opportunities for children to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of healthy lifestyle, relating this to their own and others' lifestyles. This includes:

- the rules and laws relating to drugs
- the short and long term effects and risks of drugs
- the impact of drugs on individuals, families and communities
- the impact of peer pressure
- how to seek advice
- addressing stereotypes
- analysing drugs and the media

#### E-Safety

All schools should aim to raise awareness of e-safety through education and training. E-Safety is a term that encompasses not only the internet, but all other ways in which young people communicate using electronic media (eg; smart phone, gaming consoles). It means ensuring that children are protected from harm and supported to achieve the maximum benefit from new and developing technologies without risk to themselves and others.

The PSHE and ICT curriculums are designed to:

- Make sure that children understand their own risks when using online services.
- Guide students to the best sources of information and support.

All WMAT schools celebrate National Safer Internet Week in February every year

### Anti-Bullying

From their arrival children are given the very clear message that any form of bullying or unpleasant behavior is neither welcome nor tolerated in WMAT schools. This is reiterated in assemblies, in tutor groups and through the curriculum, particularly in subjects such as PSHE. Strategies included involve talking to children about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

All WMAT schools celebrate anti-bullying week in November every year.

### Mental Health

Mental health is taught progressively across all year groups through the PSHE Curriculum.

Curriculum delivery aims to meet the following objectives.

- Play a vital role in keeping children safe.
- Help the development of healthy coping strategies and an understanding of children's own emotions as well as those of other people.
- Help them to understand when help might be needed, what help is available, and the likely outcome of seeking support.
- Support children to support any of their friends who are facing challenges.

## **10.0 Safer recruitment**

Safe recruitment is central to the safeguarding of children. All WMAT schools which employ staff or volunteers to work with children have a duty to safeguard and promote their welfare. This includes ensuring that each school adopts safe recruitment and selection procedures which prevent unsuitable persons from gaining access to children. Further information in relation to the recruitment, selection and pre-employment vetting of employees can be found in the WMAT Safer Recruitment: Recruitment and Selection Policy.

### **10.1 Single Central Record**

Each Trust school will have its own Single Central Record (SCR) which will be located in the HR secure area on the school drive. The school/Trust HR team will add new starters and

update records, including Leavers, once they have been provided all the relevant information. Further information in relation to the SCR at all WMAT schools can be found in the WMAT Safer Recruitment: Recruitment and Selection Policy.

## **11.0 The Role of the Governing Body of each WMAT school**

- 11.1 The governing body in each WMAT school will ensure that all statutory duties with regard to child protection are fulfilled.
- 11.2 The school will complete the school safeguarding annual audit, in partnership with the designated Governor for Safeguarding.
- 11.3 The governing body will ensure that weaknesses identified within the annual school safeguarding audit through on-going monitoring of child protection procedures and other sources, are addressed explicitly within the School Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions.
- 11.4 The Chair of Governors (or designated governor for child protection, if they are not the chair), in liaison with the designated person, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and updated annually.
- 11.5 The governing body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

## **12.0 Review**

- 12.1 This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

## Appendix A – Key Staff

### Designated Safeguarding Lead



Dr Matthew Cottrell - Headteacher

### Deputy Designated Safeguarding Lead



Mr Mark Hilliam – Deputy Headteacher

- The nominated child protection governor is Natalie Bates.  
Contact details [natalie\\_bates@stjohnskeynsham.co.uk](mailto:natalie_bates@stjohnskeynsham.co.uk)
- The Principal is Dr Matthew Cottrell

## Appendix B – Further information in relation to types of abuse, neglect and specific safeguarding issues relating to children

### i Physical abuse

- Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.
- Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

#### Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

### ii Emotional abuse

- Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.
- Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

#### Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';

- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

### iii **Sexual abuse**

- Sexual abuse is any sexual activity with a child. Staff should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.
- Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch 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 commit acts of sexual abuse, as can other children.

#### **Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

### iv **Neglect**

- Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.
- Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.
- Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

#### **Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;

- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care<sup>4</sup>; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

This guidance in relation to the types of abuse is in line with the guidance provided in 'What to do if you're worried a child is being abused' 2015.

### **Specific Safeguarding Issues**

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. It is important that members of staff are aware of the specific safeguarding issues that are listed below.

Schools can also access broad government guidance on the issues listed below via the GOV.UK website:

- bullying including cyberbullying – **Please refer to the St John's Church of England Primary School Anti Bullying Policy or the link below for further information in relation to bullying including cyberbullying.**

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- e-safety – **Please refer to the WMAT E-Safety Policy for further information to e-safety.**
- children missing education – **Please refer to the link below and Appendix K for further information in relation to children missing education.**

<https://www.gov.uk/government/publications/children-missing-education>

- child missing from home or care – **Please refer to the St John's Church of England Primary School Attendance Policy and the link below for further information in relation to children missing from home and care.**

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

- child sexual exploitation (CSE) – **Please refer to Appendix H for further details in relation to Child Sexual Exploitation.**

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

- domestic violence – **Please refer to the link below for further information in relation to domestic violence.**

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

- drugs — **Please refer to the St John’s Church of England Primary School Drugs Policy and the link below for further information in relation to drugs.**

<https://www.gov.uk/government/publications/drugs-advice>

- fabricated or induced illness – **Please refer to the link below for further information in relation to fabricated or induced illness.**

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

- faith abuse – **Please refer to the link below for further information in relation to faith abuse.**

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

- female genital mutilation - **Please refer to Appendix I for further details in relation to Female Genital Mutilation**

<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>

- forced marriage– **Please refer to the link below for further information in relation to forced marriage.**

<https://www.gov.uk/guidance/forced-marriage>

- gangs and youth violence– **Please refer to the link below for further information in relation to gangs and youth violence.**

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

- gender-based violence/violence against women and girls (VAWG) – **Please refer to the link below for further information in relation to VWAG.**

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

- hate– **Please refer to the link below for further information in relation to hate**

<http://educateagainsthate.com/>

- mental health – **Please refer to the link below for further information in relation to mental health.**

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- self harm – **Please refer to the St John’s Church of England Primary School Self Harm Policy and the link below for further information in relation to self harm.**

- missing children and adults — **Please refer to the St John’s Church of England Primary School Attendance Policy and the link below for further information in relation to children missing from home and care.**

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

- private fostering– **Please refer to the link below for further information in relation to private fostering.**

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

- extremism and radicalization - **Please refer to Appendix J for further details in relation to extremism and radicalization**

<https://www.gov.uk/government/publications/prevent-duty-guidance>

- sexting - **Please refer to Appendix E and the link below for further details in relation to sexting**

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

- teenage relationship abuse– **Please refer to the link below for further information in relation to teenage relationship abuse.**

- <https://www.gov.uk/government/collections/this-is-abuse-campaign>

- trafficking– **Please refer to the link below for further information in relation to trafficking.**

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

## Appendix C - School Welfare Concern Form

Use this form to record any concern about a student's welfare and give it to the DSL or Deputy DSL.

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a student, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the DSL or Deputy DSL today.

**Student's full name**

**Date of this record**

**Why are you concerned about this student?**

**What have you observed and when?**

**What have you heard and when?**

**What have you been told and when?**

**Date and time you handed this form to the designated person**

**Are the parents/carers aware of your concern?**     Yes     No

**Your name and designation**

Signature \_\_\_\_\_

Have you spoken to the student?  Yes  No

What did they say? Use the student's own words

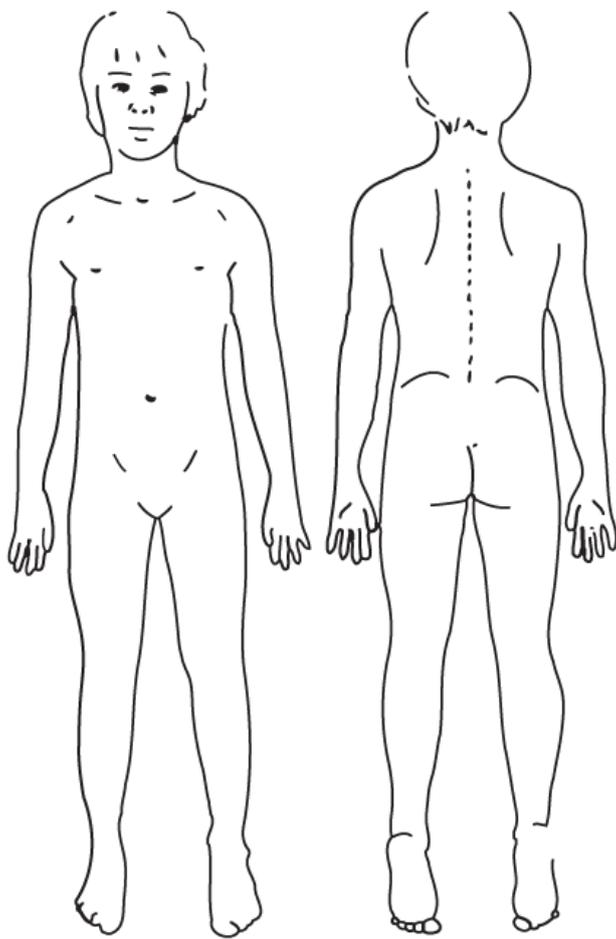
Have you spoken to anyone else about your concern?  Yes  No

Who?

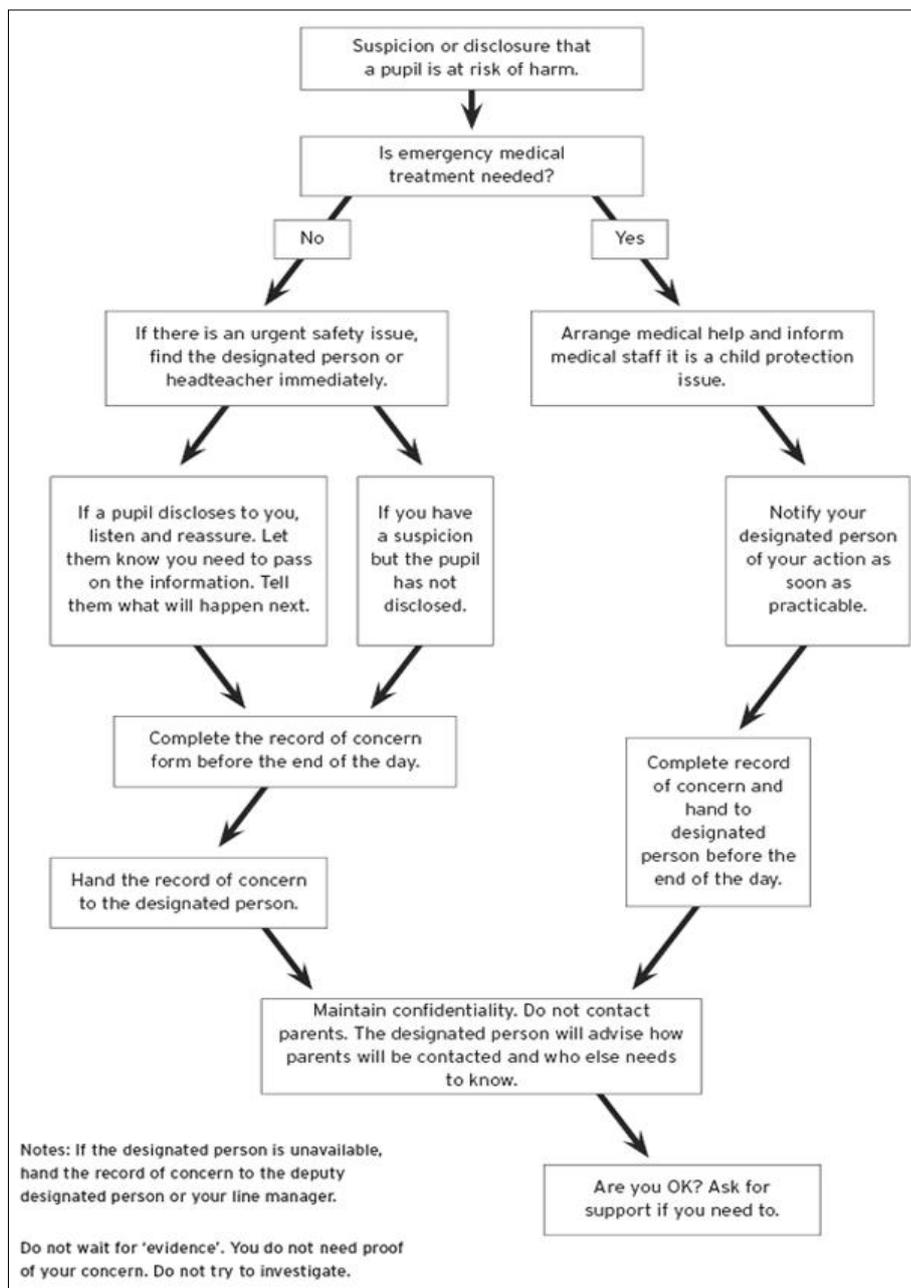
Is this the first time you have been concerned about this student?  Yes  No

Further details

Formatted: No underline



## Appendix D - For All Staff - Reporting a concern flowchart



## Appendix E – Responding to Sexting in Schools and Colleges UKCCIS Guidance

The UKCCIS guidance is non-statutory, but should be read alongside ‘Keeping children safe in education’.

### Definition

There is no clear definition of ‘sexting’. Instead, this document talks about ‘**youth-produced sexual imagery**’. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent. Indecent is subjective and has no specific definition in UK law.

### **Incidents covered by this guidance:**

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

### **Incidents not covered by this guidance:**

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

### Response to incidents of youth produced sexual imagery

- The response should be guided by the ‘principle of proportionality’.
- ‘The primary concern at all times should be the welfare and protection of the young people involved.’ (Sexting in schools and colleges: responding to incidents and safeguarding young people (page 8))

### The Law

*Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you’re under 18.*

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.
- indecent images may also include overtly sexual images of young people in their underwear

## **Context**

- These laws weren't created to criminalise young people but to protect them.
- Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.
- The National Police Chiefs' Council (NPCC) is clear that "youth-produced sexual imagery should be primarily treated as a safeguarding issue."
- Schools may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.)

## **Crime recording**

When the police are notified about youth-produced sexual imagery, they must record this as a crime. The incident is listed as a crime, and the young person is the suspect. This is, however, not the same as a criminal record.

Every crime reported to the police must have an outcome code. The NPCC, Home Office and the DBS have agreed a new outcome code for youth-produced sexual imagery.

Outcome 21: This outcome code allows the police discretion not to take further action if it is not in the public interest, even though there is enough evidence to prosecute.

Using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check, although not impossible, as that disclosure is a risk-based decision. Schools can be assured that the police have the discretion they need not to adversely impact young people in the future.

## **Handling incidents**

- Refer to the designated safeguarding lead
- DSL meets with the young people involved
- Do not view the image unless it is unavoidable
- Discuss with parents, unless there is an issue where that's not possible
- Any concern the young person is at risk of harm, contact social care or the police

### **Always refer to the police or social care if incident involves:**

- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent, [e.g., SEN]
- images show atypical sexual behaviour for the child's developmental stage
- violent acts are depicted
- image shows sex acts and includes a child under 13
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

Once DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police or to social care. All information and decision-making should be recorded in line with school policy. If the incident has been dealt with in school, a further review should be held to assess risks.

### **Assessing the risks once the images have been shared**

- Has it been shared with the knowledge of the young person?
- Are adults involved in the sharing?
- Was there pressure to make the image?
- What is the impact on those involved?
- Does the child or children have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

### **Viewing images**

- Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- If it is felt necessary to view, discuss with the head teacher first.
- Never copy, print, or share the image (it's illegal)
- View with another member of staff present
- Record the fact that the images were viewed along with reasons and who was present. Sign and date.

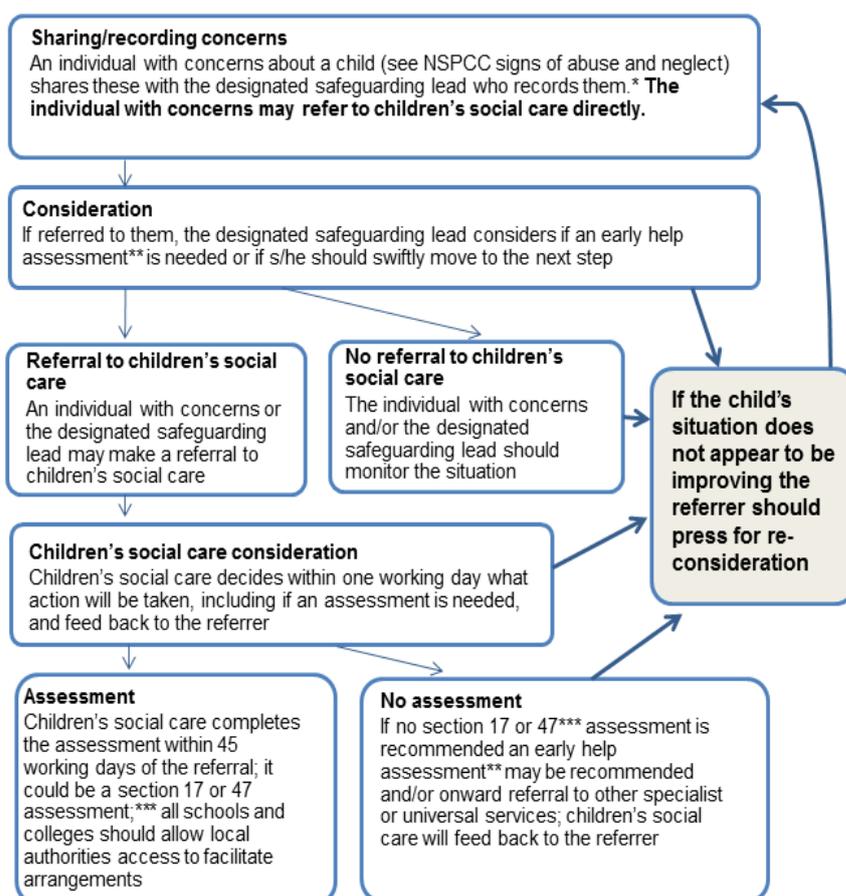
### **Deleting images (from devices and social media)**

- If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images.
- It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.
- Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

## Appendix F – For the DSL - Social Care Referral Flowchart

### 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.**



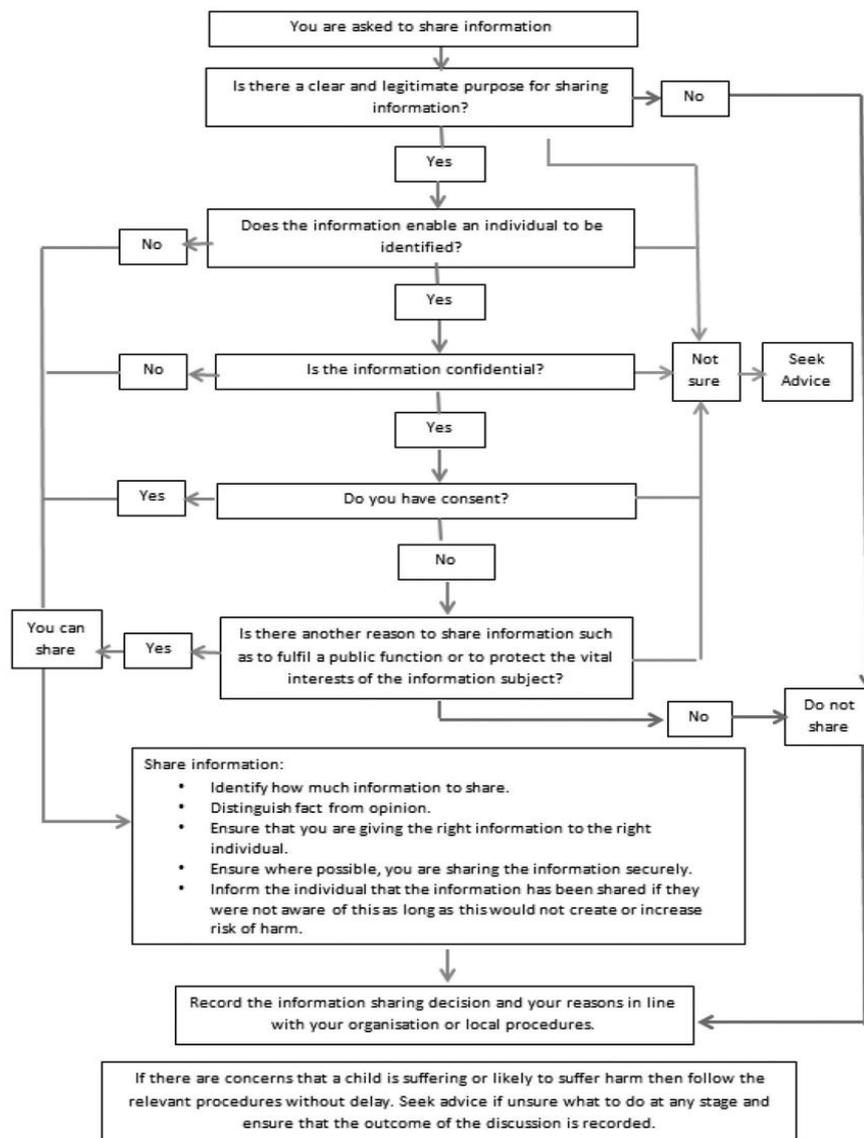
\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

\*\* 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.

## Appendix G - Sharing Information

### Flowchart of when and how to share information



Source: Information Sharing (HM Government March 2015)

## Appendix H – Further information on Child Sexual Exploitation

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

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

### **How should staff respond if they are concerned that a child may be vulnerable to Child Sexual Exploitation?**

The DSL is the lead within the organisation for safeguarding in relation to protecting individuals from Child Sexual Exploitation.

Staff are made aware of the key issues and indicators of vulnerability to Child Sexual Exploitation.

When any member of staff has concerns that a pupil may be at risk of Child Sexual Exploitation they should speak to the DSL.

## Appendix I – Further information on Female Genital Mutilation

The statutory guidance Keeping Children Safe in Education 2016 asks schools to ensure that they raise awareness of Female Genital Mutilation (FGM).

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Female Genital Mutilation occurs mainly in Africa and, to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. FGM is child abuse. It's dangerous and a criminal offence.

Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Key Points:

- Not a religious practice
- Occurs mostly to girls aged from 5 - 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – A tribal initiation into adulthood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

Risk Factors, include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9

weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear

Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

#### **FGM mandatory reporting duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should report their concerns to the designated safeguarding lead.

#### **Honour-based Violence (HBV)**

So-called 'honour-based' violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM),

forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

**How should staff respond if they are concerned that a child may be vulnerable to HBV (including FGM)?**

WMAT schools believe that all our children should be kept safe from harm. Although our school has few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

All staff are made aware of the key issues, risk factors, high risk absences, symptoms and long term health problems of FGM.

The DSL is the lead within the organisation for safeguarding in relation to protecting individuals from FGM.

When any member of staff has concerns that a child may be risk of FGM, they should speak to the DSL.

All staff must report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

## Appendix J – Further information on Extremism and Radicalisation

There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. WMAT schools are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

From 1st July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The Act also places a duty on local authorities to ensure Channel panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

### Indicator of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

*Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

Extremism is defined by the Crown Prosecution Service as:

*The demonstration of unacceptable behaviour by using any means or medium to express views which:*

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts;*

*OR*

- *Foster hatred which might lead to inter-community violence in the UK.*

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the childish distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become

involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Strategies to reduce risk

WMAT schools have embedded a number of strategies to build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The schools provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The schools governors, the Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. The following actions are currently in place at the school.

#### **Promotion of British Values**

To promote fundamental British Values:

- The RE curriculum and assemblies are used to promote community cohesion and tolerance of different faiths and beliefs. The anti-bullying policy has clear procedures to ensure prejudiced based bullying is identified, investigated and resolved promptly.
- Children are taught in mixed classes and, where appropriate, children with Special Educational Needs are integrated into the normal school timetable.

- Within the curriculum, delivery of material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain
- A School Council is established whose members are voted in by the children, representing a democratic process
- each year all aspects of the school values are explored through the curriculum and through assemblies

#### **PSHE**

Personal, Social and Health Education (PSHE) is used as an effective way of providing children with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations.

#### **PSHE:**

- Teaches children to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.
- Encourages children to develop positive character traits, such as resilience, determination, self-esteem, and confidence.
- Provides children with the knowledge, skills and understanding to prepare them to play a full and active part in society.
- Equips children to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments.
- Allows children to learn about democracy, government and how laws are made and upheld.
- In conjunction with Religious Education teaches children about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

#### **Working in partnership with parents**

- The WMAT has created a guide for parents/carers to allow them to spot signs of radicalisation. This guide can be found on the website of all WMAT schools.

#### **Use of IT**

- WMAT schools ensure that suitable filtering is in place so that children are safe from terrorist and extremist material when accessing the internet in schools.

#### **E-safety**

- WMAT Schools support children to stay safe online. The school e-safety policy highlights the how this is done. The content of delivery ensure children are aware of the risks posed by the online activity of extremist and terrorist groups and who to speak to if they have concern of this nature

#### **Channel**

- Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. WMAT staff understand when it is appropriate to make a referral to the Channel programme

**How should staff respond if they are concerned that a child may be vulnerable to extremism?**

WMAT staff understand that in order to fulfil the Prevent duty it is their responsibility to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

The DSL is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

Staff are made aware of the meaning of radicalisation and extremism, and are aware of the indicators of vulnerability to radicalisation.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the DSL

## **Appendix K – Further information in relation to Children Missing Education**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2016) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

### **Children joining or leaving a WMAT school**

It is crucial that children are tracked carefully if they move between schools. If this careful monitoring does not occur then there could be a safeguarding concern. Information in relation to each WMAT school's protocols for children joining or leaving the school can be found in the school specific attendance policy.

### **Children who have extended periods of unexplained absence**

If a child is not attending school then they could be vulnerable to a number of risk factors. It is important that extended periods of unexplained absence are identified early and the appropriate action is taken. Details of how each WMAT school responds to extended periods of unexplained absence can be found in the school specific attendance policy.