

# SAFEGUARDING and CHILD PROTECTION POLICY REDLANDS SCHOOL



adapted from Reading Borough Council's model policy

## 1. AIM

Redlands Primary School fully recognises its responsibilities for child protection and for the safeguarding of all children. The aim of this policy is to ensure:

- Children at Redlands have the right to protection, regardless of age, gender, race, culture, religious beliefs or ability
- The health, safety and wellbeing of all the children are of paramount importance to all the adults who are part of our school
- Children have a right to be safe in our school, protection from abuse, harm and neglect
- Right to education in a safe and non-abusive environment where they feel safe;
- Right of children and young people to have their emotional, educational and social needs met;
- Prevention of abuse including protected characteristics (Equalities Act);
- All staff and visitors understand their role of safeguarding children and ensuring children are safe;

This policy has been drawn up with reference to the following legislation and guidance, including, Key links to current statutory and non-statutory guidance, including:

- The most recent version of *Keeping Children Safe in Education: Statutory guidance for schools and colleges* (DfE Sept 2019)
- The Education Act 2002 s175
- *Mental Health and behaviour in schools: Departmental Advice* (DfE 2014)
- *Sexting in Schools and Colleges – responding to incidents and safeguarding young people* (UKCCIS) 2016
- General Data Protection Legislation (2018)
- [https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules\\_en](https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en)

## 2. PRINCIPLES

2.1 It is a basic right of every child to feel safe and protected from any situation or practice that results in a child being harmed through abuse or neglect.

2.2 This school recognises its legal and ethical duty to promote the well-being of pupils at the school, protect them from harm, and take appropriate action when there are concerns. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra curricular activities, pastoral care and extended school activities.

2.3 This school seeks to adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

2.4 As a consequence, we:

- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- recognise that abuse and neglect are likely to have significant detrimental impacts on a child's learning, social and emotional well-being, behaviour and attendance;
- accept fully that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities;
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body;

- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead (DSL), who will refer on to Children's Services in accordance with the Local Safeguarding Children Board (LSCB);
- will safeguard the welfare of children whilst in the school through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs;
- will ensure that all staff are aware of the child protection procedures established by the LSCB and, where appropriate, the Local Authority, and act on any guidance or advice given by them. These can be found at <http://proceduresonline.com/berks/>
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children;
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

2.5 All members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters. Where any member of staff fails to act in accordance with this policy, this may be dealt with as a disciplinary matter.

### **3. EXPECTATIONS**

3.1 All staff and visitors will:

- familiarise themselves with this policy;
- be given a visitor information leaflet, including information on safeguarding;
- understand their role in relation to safeguarding;
- be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers, etc;
- be involved, where appropriate, in the implementation of Individual Education Programmes, Early Help Assessments and support plans, Child In Need plans and inter-agency Child Protection plans;
- be alert to signs and indicators of possible abuse (current definitions and indicators are set out in this policy);
- record concerns and give the record to the DSL, or deputy DSL;
- deal with a disclosure of abuse from a child in line with the guidance in Appendix G, informing the DSL immediately, and providing a written account as soon as possible.

3.2 In addition, all governors must be subjected to an enhanced DBS check and should be checked against the Teaching Regulation Agency 'Barred list' (so called 'section 128' check).

3.3 All staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.

#### **3.4 DESIGNATED SAFEGUARDING LEAD (DSL)**

The designated senior member of staff (Designated Safeguarding Lead) in this school is the Headteacher:

<b>Shabana Aslam</b>
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3.5 In her absence, matters will be dealt with by the Deputy Designated Safeguarding Leads:

3.6 The Designated Safeguarding Lead (DSL) need not be a teacher but must have the status and authority within the school management structure to carry out the duties of this post. They must, therefore, be a senior member of staff in the school.

The DSL is not responsible for dealing with allegations made against members of staff.

The DSL is the first person to whom members of staff report concerns.

3.7 To be effective s/he will:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or leaves the school due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral. Act as a source of support, advice and expertise for staff;
- ensure the school's safeguarding and child protection policies are known, understood and used appropriately;
- ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and procedures are updated and reviewed regularly, and work with governing bodies and the Local Authority regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

3.8 The DSL also has an important role in ensuring that all staff and volunteers receive appropriate training. S/he will:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands this policy and our school's procedures, especially new and part time staff;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to training resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

#### **4. DESIGNATED GOVERNOR**

4.1 The Designated Governor for Safeguarding and Child Protection at this school is:

**Graham Alexander**

4.2 The Governing Body will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly according to inter-agency procedures.

4.3 The Governing Body will ensure that the DSL is given sufficient time to carry out his or her duties, including accessing training.

4.4 The Governing Body will audit and review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- the school is carrying out its duties to safeguard the welfare of children at the school;
- members of staff and volunteers are aware of current practices in this matter, and staff receive training where appropriate;
- safeguarding is integrated with induction procedures for all new members of staff and volunteers;
- the school follows the procedures agreed by the LSCB and any supplementary guidance issued by the Local Authority;
- only persons suitable to work with children are employed in the school, or work here in a voluntary capacity;
- where safeguarding concerns about a member of staff are substantiated, appropriate disciplinary action is taken.

4.5 The Governing Body will also:

- be responsible for undertaking annual reviews of the policies and procedures that apply to child protection and of the efficiency with which the related duties have been discharged;
- be responsible for receiving and discussing updates provided by the DSL as part of the Headteacher's report.

4.6 The Governing Body will ensure that:

- there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- All governors have read part 1 and 2 of *Keeping Children Safe in Education, 2018*
- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school's leadership team acts as a DSL, and at least a further deputy DSL is appointed ;
- The Headteacher and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary and a training record maintained;
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.

## 5. SCHOOL STAFF

School staff should:

- Read Part one of 'All staff working in schools' , KCSIE (2019)
- Teach children on how to keep safe online keeping children safe and be aware of peer on peer abuse
- Be aware that up-skirting is a criminal offence.
- Be alert to the signs of abuse as detailed in this policy with particular regard to the recent increase in reported cases of Child Sexual Exploitation (CSE), sexual abuse and domestic violence;
- Be aware that abuse can be caused by children (peer-on-peer) as well as adults, e.g. bullying, cyber-bullying, sexting, online abuse;
- Be aware of children who may be at risk of radicalisation, of holding extremist ideologies or of being drawn into terrorism;
- Be aware of the existence of 'honour'-based violence;
- Know how to challenge extremist ideologies;
- Be familiar with the Prevent Duty (see Appendix E);
- Recognise that children with special educational needs or disabilities are more vulnerable to abuse and that additional barriers can exist when identifying neglect or harm for this group;
- Report any concerns immediately, where possible to DSL or his/her deputy;

- Consult with the DSL if in any doubt as to how to proceed;
- Follow the advice given in this policy in relation to how to handle disclosures;
- Ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (for example in one-to-one tuition, sports coaching, conveying a pupil by car, or engaging in inappropriate electronic communication with a pupil);
- Ensure that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example in a separate institution);
- Receive training in child protection (updated every three years)
- Teach children about online safety, referring to the advice given in *Teaching Online Safety in School*, DfE, June 2019, on how to keep safe online.

## 6. PARTNERSHIPS WITH PARENTS

6.1 It is important that the school has an established approach to working with parents. Parents' and children's need for privacy should be respected. However, the priority is the needs of the child and effective liaison is crucial for this. Two contact details will be sought at admissions in line with current guidance.

6.2 It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined later in this policy.

6.3 Where possible school staff should work with and share information with parents. Permission for liaison and information sharing with outside agencies should be sought unless it places the child at risk. In these cases it is preferable to seek advice from social care or make a child protection referral.

6.4 Parents (i.e. those with parental responsibility in law) are entitled to see their child's child protection file, on behalf of their child, with the same exceptions applying as to the child's right to access (see Confidentiality Section 10).

## 7. RECRUITMENT

7.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. In order to achieve this, we will follow the guidance set out in *Keeping Children Safe in Education* 2019. In particular, we will:

- verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available<sup>1</sup>;
- obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity<sup>2</sup>;
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
- verify the candidate's mental and physical fitness to carry out their work responsibilities<sup>3</sup>. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role<sup>4</sup>;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow guidance on the GOV.UK website and in *An Employer's Guide to Right to Work Checks* August 2017 (Home Office);
- if the person has lived outside the UK, make any further checks the school or college consider appropriate; and

<sup>1</sup> E.g. through birth certificate, passport, photocard driving licence, etc

<sup>2</sup> Regulations 17 and 24 of the School Staffing (England) Regulations 2009 for maintained schools also applied to the management committee of pupil referral units through the Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007. The Education (Independent School Standards) (England) Regulations 2010, Schedule 1, Part 4 apply to independent schools, including free schools and academies.

<sup>3</sup> Education (Health Standards) (England) Regulations 2003

<sup>4</sup> Section 60 of the Equality Act 2010.

- verify professional qualifications, as appropriate.

7.2 In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- professional and character references prior to offering employment; and
- previous employment history will be examined and any gaps accounted for.

7.3 A section 128 check will be carried out on all staff who are a Governor or the Head and other staff on the senior leadership team. A section 128 identifies people who are subject to a section 128 direction. People with a section 128 direction cannot:

- hold a management position in an academy, free school or independent school (as an employee)
- be an academy or free school trustee or member
- be a governor on any academy or free school board that has delegated responsibilities
- be a governor or member of the proprietor body of an independent school
- sit on the governing board of a maintained school.

This is set out in paragraphs 124 and 126 of *Keeping Children Safe in Education*, 2018 (DfE).

A section 128 direction can be issued on specific grounds where the type of conviction, caution, or conduct suggests that the person is unsuitable for the management of a school. These grounds include:

- conviction of an offence under military disciplinary proceedings
- being found not guilty of an offence by reason of insanity
- conduct found to be in breach of professional standards by a professional body.

Section 128 directions may also be issued if a person has engaged in conduct that is aimed at undermining:

- British values
- rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs.

This (and the full list of grounds) is set out in [regulation 2](#) of the Independent Educational Provision in England (Prohibition on Participation in Management) Regulations 2014

## **8. VOLUNTEERS**

8.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff. Volunteers will be asked to fill in an application form, detailing their reasons why they will like to volunteer.

8.2 Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one-to-one contact with children. However, if a parent or other volunteer is to be in school regularly or frequently, we will treat them as if they were paid employees and check them to ensure their suitability to work with children.

## **9. INDUCTION & TRAINING**

9.1 All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

9.2 All new staff at the school (including volunteers) will receive basic safeguarding information (“What To Do If You Suspect A Child Is Being Abused”), a safeguarding leaflet and a copy of this policy prior to starting their work at the school.

9.3 All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through the designated person, or through commissioning training.

9.4 Staff will attend refresher training every three years, and the DSL every two years.

## **10. DEALING WITH CONCERNS**

10.1 Members of staff and volunteers must not investigate suspicions or ask any questions; if somebody has reason to consider that a child may be suffering, or may be at risk of suffering significant harm, they must always discuss such concerns with the DSL, who will refer the matter to the relevant authority.

10.2 To this end, volunteers and staff will follow these procedures:

Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or if anyone observes injuries that appear to be non-accidental, or where a child or young person makes a direct allegation or implies that they have been abused, or makes an allegation against a member of staff<sup>5</sup> they must:

- record what they have seen, heard or know accurately at the time the event occurs (see appendix F)
- share their concerns with the DSL and
- agree what action to take.

10.3 We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of the LSCB (see Appendix G).

10.4 Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

## **11. PHOTOGRAPHING CHILDREN**

11.1 We understand that parents like to take photographs of or video record their children in, for example, a school performance, sports day or assemblies. This is a normal part of family life and we will not discourage parents from celebrating their child's successes, providing it does not distract the child or cause a potential Health and Safety risk.

11.2 We will not allow images of pupils to be used on the school website, publicity or in press releases without the express permission from the parent.

11.3 We will make every effort to ensure that parents do not post images of pupils on social networking sites or in any public forum. However, the school cannot be held accountable for photographs or video footage taken by parents/carers or members of the public at school functions.

## **12. CONFIDENTIALITY**

12.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

12.2 The school has a duty of care to share information should a child leave school and parents will be informed that this is our practice.

12.3 Any child who has a child protection file has the right to access their personal records, unless to do so would affect their health or well-being or that of another person, or would be likely to prejudice an on-going criminal investigation.

12.4 Parents (i.e. those with parental responsibility in law) are entitled to see their child's child protection file, on behalf of their child, with the same exceptions applying as to the child's right of access.

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<sup>5</sup>Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.

12.5 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

12.6 All child protection records will be kept separately from the child's main file; the DSL will restrict access to those people who have a role to play in protecting the child. Child Protection information held electronically will be password protected.

12.7 To ensure the school holds up to date records a Data collection sheet, should also be issued annually to parents in the autumn term, alongside the SIMS data checking sheets so that the school can update records correctly. Two contact numbers need to always be sought.

12.8 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

### **13. CONDUCT OF STAFF**

13.1 The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

13.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving and receiving gifts from children and parents
- contacting children through private telephones (including texting), email, MSN, or social networking websites
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

13.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this Policy and the LSCB procedures, we will view this as misconduct and take appropriate action, following the Disciplinary Procedures.

13.4 Where any member of staff in the school believes that the Headteacher is failing to act in accordance with this Policy, they should bring it to the attention of the Chair of Governors, using the whistleblowing policy.

### **14. GUIDANCE ON RECOGNISING ABUSE**

14.1 Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It is not the responsibility of school staff to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. The health, safety and protection of a child are paramount. Staff should be aware that children with SEND may present their needs differently. If children are behaving in particular ways, if they appear distressed or if their behaviour or demeanour is different from in the past, staff should consider whether that may be an indicator of abuse, and not simply see it as part of their SEND.

14.2 Abuse might fall into the categories of:

- physical (including Female Genital Mutilation (FGM) and gender-based violence)
- emotional (including regular exposure to domestic violence)
- sexual (including sexting)
- neglect.

More details on how to recognise signs of abuse are available from training resources or from the DSL.

### **15. DEALING WITH SUSPECTED ABUSE**

15.1 All staff should refer concerns to the DSL at the earliest opportunity – early help is crucial to protect and safeguard all children. All staff are encouraged to listen to the child, keeping calm and offering reassurance. They should:

- not force a child to repeat what s/he said to another professional person;
- observe bruises but not ask a child to remove or adjust their clothing to observe them;
- allow the child to lead the discussion if a disclosure is made, but not press for details by asking questions such as “what did they do next?”;
- not ask a leading question (i.e. one that suggests the answer that is expected); listen –not try to investigate but use questions such as “is there anything else you’d like to tell me?”;
- accept what the pupil says without challenge – reassure him/her that s/he is doing the right thing and that you recognise how hard it is for him/her;
- not lay blame or criticise either the child or the alleged perpetrator;
- not promise confidentiality – explain that s/he has done the right thing and who now needs to be told.

15.2 Because of the link between abuse and some types of poor behaviour, where a pupil's behaviour is violent, bizarre or dangerous, including acts of vandalism or fire setting, staff will be alert to the possibility that this is an indicator of abuse.

## 16. RECOGNISING ABUSE AND TAKING ACTION

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

### 16.1 If a child is in immediate danger:

Make a referral to children’s social care and/or the police **immediately** if a child is in immediate danger or at risk of harm.

#### **Anyone can make a referral.**

Tell the DSLs as soon as possible if you make a referral directly.

### 16.2 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education’s *Keeping Children Safe in Education* explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix D.

**Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow local safeguarding procedures.

**Any member of staff** who suspects a pupil is *at risk* of FGM must speak to the DSL and follow local safeguarding procedures.

### 16.3 If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child’s welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action.

Alternatively, make a referral to children’s social care directly on 0118 937 3641 or [ChildrensSinglePointofAccess@reading.gcsx.gov.uk](mailto:ChildrensSinglePointofAccess@reading.gcsx.gov.uk) (see ‘Referral’ below).

## Early Help

If Early Help services are appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

## Referral

If it is appropriate to refer the case to children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (by calling 0118 937 3641, or emailing [ChildrensSinglePointofAccess@reading.gcsx.gov.uk](mailto:ChildrensSinglePointofAccess@reading.gcsx.gov.uk)) you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

### 16.4 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to children's social care directly if appropriate (see 'Referral' above).

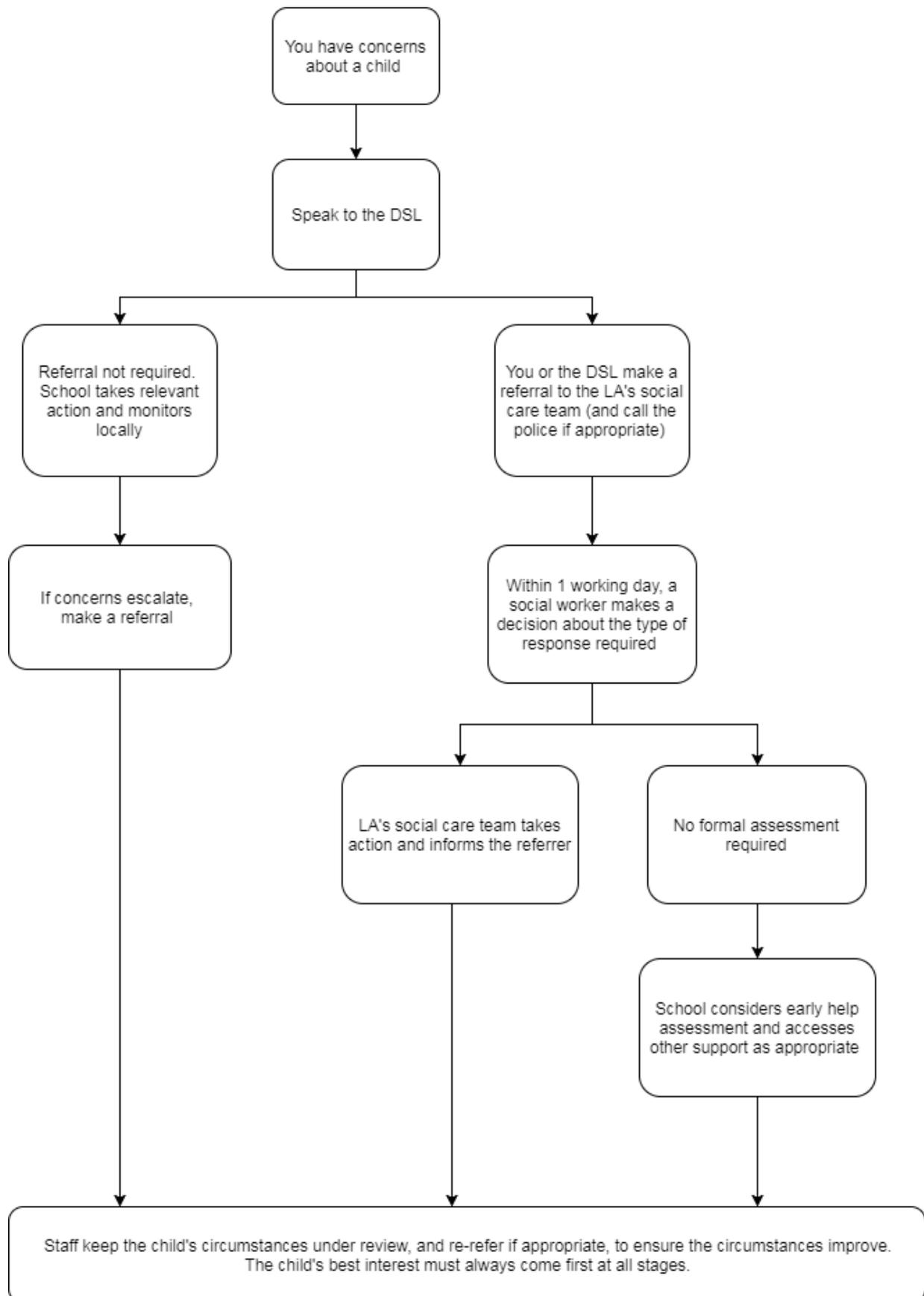
Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

**Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)**



## **17. DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF, VOLUNTEERS, HEADTEACHER OR ANOTHER PUPIL.**

### **17.1 Concerns about a staff member or volunteer**

17.2 The school understands that a pupil may make an allegation against a member of staff, volunteer, Headteacher or another pupil.

17.3 If such an allegation is made, the person to whom the allegation is made will immediately inform the Headteacher, who will follow procedures as outlined in our 'Managing allegations against staff' policy. The Headteacher will, on all such occasions, discuss the content of the allegation with the appropriate Local Authority Designated Officer for safeguarding (LADO) on 0118 937 2684.

17.4 If an allegation made to a member of staff concerns the Headteacher, the person to whom the allegation is made will immediately inform the Chair of Governors, who will consult with the school's DSL, or, the Local Authority Designated Officer if the Headteacher is the school's DSL.

17.5 Discretion will be used in dealing with all allegations. A false allegation, whether it is made for frivolous or malicious reasons, can jeopardise the career of a member of staff/volunteer and cause irreparable damage. Equally, if a genuine complaint is not taken seriously, it can be damaging to the child concerned and to other children who may become future victims.

17.6 The matter must remain strictly confidential until the Headteacher (or Chair of Governors) has made an initial assessment after consulting with the LADO and decided what steps are to be taken. A decision will be taken as to whether the suspicion or allegation is an internal disciplinary matter (in which case the school's child protection and disciplinary procedures will be followed).

17.7 If it can be shown that an allegation is demonstrably false, it is not necessary to make a referral.

17.8 A member of staff/volunteer against whom an allegation has been made may (but will not automatically) be suspended. Suspension will arise on the following grounds:

- a child or children could be at risk;
- the allegation is so serious that dismissal for gross misconduct is possible;
- it is necessary to allow any investigation to continue unimpeded.

Suspension may be considered at any stage of an investigation, but is a neutral act, not a disciplinary sanction, and will be on full pay.

17.9 When abuse by another child is suspected (peer-on-peer abuse), child protection procedures will be applied to both the alleged abuser and the abused. Peer-on-peer abuse is always taken seriously and the safeguarding procedures are followed. If appropriate, the school's disciplinary procedures will be invoked. We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

17.10 Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence
- could put pupils in the school at risk
- is violent
- involves pupils being forced to use drugs or alcohol
- involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

17.11 If a pupil makes an allegation of abuse against another pupil the person to whom the allegation is made must tell the DSL and record the allegation, but not investigate it

The DSL will:

- contact the children's social care team and follow its advice, as well as the police, if the allegation involves a potential criminal offence
- put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- contact the children and adolescent mental health services (CAMHS), if appropriate.

17.12 We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation

## **18. PROCEDURES FOR MONITORING, RECORDING AND REPORTING**

18.1 School policy is that brief notes should be kept at the time of the incident or immediately after using the alert form (Appendix G), with the subsequent completion by the DSL of a safeguarding/child protection form. Records may be used in legal proceedings and must be kept accurate and secure. All records should be copied to the designated person and should include factual information rather than assumption or interpretation. The child's own language should be used to quote rather than a translation. Records may be used at a later date to support a referral to an external agency.

18.2 The DSL will report to the Governing Body annually:

- numbers of child protection concerns brought to her/his attention by staff at the school;
- number of such concerns that were reported to the Local Authority, and response;
- number of requests for information by Local Authority and CAFCASS Social Workers;
- attendances at Child Protection Conferences and Core Group Meetings;
- number of staff (including volunteers) who have received safeguarding training within the last year and the number who are due to receive training within the coming year.

18.3 The Headteacher will report to the Governing Body annually:

- incidents of bullying;
- racist incidents;
- complaints by parents about bullying and racist incidents;
- numbers of allegations against any member of staff;
- number of such concerns that were reported to the LADO, and response.

18.4 Additionally, the DSL and Designated Governor will meet annually with pupils to discuss issues of safety, including bullying.

18.5 Implementation and day-to-day working of this policy will be monitored by the DSL, who will liaise with the Headteacher and Governors and bring to their attention any concerns that the policy is not being adhered to, or any changes required arising from changes to statutory guidance or LSCB procedures.

## **19. WHAT SHOULD BE IN A CHILD PROTECTION FILE?**

19.1 A child protection file is the record kept by the DSL of any concerns about a child's welfare. These concerns should be factual and not have opinions attached. This file may only consist of a single concern, or it may be a large file with extensive history. It is the record of all safeguarding concerns. All child protection files relating to individuals must be passed on, in their entirety, to the next educational setting.

19.2 It is the responsibility of the DSL to ensure that any child protection file is kept up to date and a chronology is maintained in every child file. A chronology is the brief overview of the school's concerns and highlights all the significant events for the child. It should not contain details, just a brief one sentence statement of what has occurred, who was involved and what happened as an outcome.

19.3 The contents of the file should include:

- basic details;
- chronology;
- cause for concern forms;
- referrals to Child and Young People's Services (social care) and outcomes of referrals made;
- domestic abuse information;
- Multi-Agency Risk Assessment Conference (MARAC) information;
- Child Protection Conference minutes, school contribution, core group minutes;
- any CYPS assessments;
- Common Assessment Framework (CAF)

- Multi Agency meeting minutes

Should third-party reports be included, then the owner of such reports should be aware that it will be included in the child protection file.

## **20 STORAGE OF CHILD PROTECTION RECORDS**

**All child protection records are sensitive and confidential.** The pupil's general school file should be marked in some way to indicate that the child protection file exists, so that all staff who may need to consult the general file are aware of this. A member of office staff may, in such a case, decide to speak to the DSL prior to contacting a parent because of an unexplained absence.

### **21.1 ELECTRONIC FORMAT**

21.1.1 Electronic records must be password protected with access strictly controlled in the same way as paper records.

21.1.2 They should be in the same format as paper records so that they are up to date if/when printed. If necessary (e.g. for court) electronic files should only be transferred electronically to other schools if there is a secure system in place. When the receipt has been returned to confirm that the file has been received at the new school, the computer record should be deleted.

21.1.3 Child protection records may also be recorded on SIMS (School Information Management Systems). Schools must ensure they make this information confidential by ticking/applying the appropriate privacy settings. All schools have to record whether a child is subject to a Child Protection Plan or if they are a Looked After Child.

21.1.4 The school holds detailed records of children who are on a plan or on the safeguarding register, which is a protected file on the shared network and only the DSL and the deputy DSL can access this information. =

### **21.2 HARD COPY FORMAT**

All hard copies must be kept in a secure, locked place, separate from other school files and accessible through the DSL, or his/her deputy.

## **22. RETENTION OF RECORDS**

22.1 The school should retain the record for as long as the pupil remains at the school and then transfer it as described above.

22.2 Records Management Society guidance states that, when a pupil with a child protection record reaches statutory school leaving age (or has completed 6<sup>th</sup> form studies), the last school attended should keep the child protection file until the pupil's 25<sup>th</sup> birthday. It should then be shredded and a record kept of this having been done, the date and reasons why.

## **23. SAFEGUARDING IN SCHOOL**

23.1 As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

23.2 To this end, this policy must be seen in light of the school's policies on:

- Social and Emotional Aspects of Learning; Personal, Social, Health and Citizenship Education; and Sex and Relationships Education. Child protection issues will be addressed through the curriculum as appropriate.
- Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils is minimised. We will pay particular attention to sexualised behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.
- eSafety
- Safer Recruitment
- Code of Conduct for Staff
- Whistleblowing
- Lockdown Procedures
- Bomb Threat Procedures
- Special Educational Needs and Disability
- Racist incidents
- Confidentiality
- Behaviour and the school rules

- Attendance (including when children go missing)
- Health & Safety
- Physical Intervention
- Medical Needs of Pupils
- Allegations against members of staff.

## **24. PHYSICAL CONTACT & RESTRAINT**

24.1 Members of staff may have to make physical interventions with pupils; generally, this should be avoided unless:

- It is necessary to protect the child, or another person, from immediate danger, or
- Where the member of staff has received suitable training.

24.2 Any such incident should be written up in full and details passed to the Headteacher.

## **25. DESIGNATED PERSON FOR CHILDREN LOOKED AFTER AND PREVIOUSLY CHILDREN LOOKED AFTER**

25.1 In line with the statutory guidance (*Keeping Children Safe in Education, 2019*) Redlands will assign a person who will promote the achievement of children who are CLA or previously CLA and train other individuals who are in contact with the children. The training will be dependent on the child's needs but may focus on attachment and trauma. The designated person's responsibility is to provide a holistic overview for the child/ren and be an ambassador for them at a senior level.

## **26. TOILETTING AND CHANGING**

26.1 We have no anticipation that the changing of a child either in nappies or otherwise should raise any issues of child protection as all staff have been DBS checked. Therefore it will be normal practice for only one adult to be involved in attending to a child's personal needs. The school has an intimate care policy, which should be followed. The person attending to a child will always be a member of the school staff. Students on placement will not be involved in supporting children in this area of care.

26.2 At all times staff will be encouraged to remain highly vigilant for any signs or symptoms of improper practice, as they do for all activities within school.

26.3 If any marks or injuries are noticed on a child during changing this should be immediately referred to the DSL to follow up.

## **27. BEFORE AND AFTER SCHOOL ACTIVITIES**

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out-of-school-hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

## **28. CONTRACTED SERVICES**

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

## **29. DISSEMINATION AND TRAINING**

29.1 The DSL will ensure that a copy of this Policy will be made available to all new members of staff and volunteers.

29.2 The DSL will hold briefing sessions annually with all staff to update on safeguarding.

29.3 Parents' attention will be drawn to this Policy through the normal school communication channels, including the school website and school brochure.

29.4 The name of the DSL (and any deputy) will be displayed at the school entrance and staff room.

29.5 The DSL will ensure that any clubs which are run on the school site are briefed about the safeguarding practices and procedures.

29.6 In line with statutory guidance (2018) all staff will be asked to read part one of *Keeping children safe in Education*.

## **29. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION**

Redlands Primary School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both Pupils and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. (Redlands Primary School is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

### **Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix E.**

29.1 Redlands Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

#### **29.2 Risk Reduction**

All speakers who talk to the children about religion are vetted and voluntary organisations are also met with to discuss what the focus of the discussion is and the learning outcomes for the children.

#### **29.3 Response**

29.3.1 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist-related activity. It is led by the Thames Valley Police, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

29.3.2 The Channel programme 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. An individual's participation in the programme is entirely voluntary at all stages.

29.3.3 Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

### **30 CHILDREN WHO GO MISSING FROM EDUCATION**

Our school will hold two or more emergency contact numbers for each pupil. It is good practice for the school to secure the details of additional responsible adults where possible, in order to increase the chances of contact being made with a responsible adult in the case of a child missing education, or if a child is identified as a welfare and/or safeguarding concern

The school must notify the Local Authority of any pupil who fails to attend school regularly after making reasonable enquiries, or who has been absent without the school's permission for a continuous period of 5 days or more. The school must also notify the Local Authority of any pupil who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);

- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the area, within the country or moved abroad but failed to notify the school of the change);
- Is displaced as a result of a crisis, e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

### **30.1 CHILDREN WITH ADDITIONAL NEEDS**

We recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents.

When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.

## **31 CHILDREN IN SPECIFIC CIRCUMSTANCES**

### **31.1 Private Fostering**

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

## **USEFUL LINKS**

'What to do if you're worried a child is being abused' Dec 2006, HM Government:

[https://webarchive.nationalarchives.gov.uk/20120503110223/http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/Healthservicecirculars/DH\\_4003420](https://webarchive.nationalarchives.gov.uk/20120503110223/http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/Healthservicecirculars/DH_4003420)

'Working Together to Safeguard Children' Sep 19, DfE:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835733/Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf)

'Part 1- Keeping Children Safe in Education'

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

'Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges' September 2018, DfE:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Prevent Duty guidance

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

Prevent for Schools

<http://www.preventforschools.org/>

Trust Me – Childnet

<http://www.childnet.com/resources/trust-me>

### **USEFUL TELEPHONE NUMBERS**

Single Point of Access

0118 937 3641

Emergency Duty Team:

01344 786543

Local Authority Designated Officer:

0118 937 2684

**Review date: annually**

**Appendix A**

**Transfer of Child Protection Records within educational establishments – Receipt**

*(Please print all information)*

Name of child .....

Date of birth .....

Unique reference number .....

Name of current school .....

Address of current school .....

Name of current Designated Safeguarding Lead (DSL) .....

Date file exchanged by hand .....**OR**

Date file posted by recorded delivery .....

Signature of current DSL..... Date .....

Name of receiving school .....

Address of receiving school .....

Name of receiving DSL.....

Date file received by hand .....**OR**

Date file received by recorded delivery .....

Signature of receiving DSL.....Date .....

***Please ensure that this form is returned to the originating school without delay. The originating school should keep this receipt securely (see guidance above).***

## **Appendix B**

### **Appendix to Safeguarding Children and Child Protection Policy for Domestic Abuse**

**Definition:** The misuse of physical, emotional, sexual or financial control by one person over another who is or has been in a relationship. This includes family members.

Domestic abuse covers a wide range of behaviours and may be actual or threatened.

If we have concerns that children or parents are victims of domestic abuse then we:

#### **ASK**

Start with broad questions, e.g. "I am concerned about how you are: would you like to come and have a chat?" Then use more direct questioning, depending on the relationship with the parent/carer. Examples of more direct questioning might include: "I see you have a bruise on your face, has someone hit you?" "Are you ever afraid at home?" "Does your partner treat you well?" "Has your partner ever hit you?"

This questioning must not be done in front of anyone else and, if done through an interpreter, this should be someone who had been previously agreed with the parent/carer.

If you do not feel able to ask such questions or consider that there is somebody else who may have a closer relationship with the family, then speak to these colleagues first.

#### **RECORD**

To be explained beforehand to the child and or parent/carer – see confidentiality section above and Confidentiality Policy.

#### **REFER**

To Designated Safeguarding Lead (Headteacher) if concerned that the child him/herself is a victim, or is witnessing/experiencing domestic abuse at home.

## Appendix C

### **Appendix to Safeguarding Children and Child Protection Policy for Child Sexual Exploitation (CSE)**

**Definition:** 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.

If we have concerns that children are victims of CSE or are witnessing CSE then we employ the strategies as set out in Section 15 of this policy 'Dealing with Suspected Abuse' and Section 18 'Procedures for Monitoring, Recording and Reporting'.

## Appendix D

### Appendix to Safeguarding Children and Child Protection Policy for FGM (Female Genital Mutilation)

#### Rationale:

Redlands Primary School has robust and rigorous safeguarding procedures and takes its responsibility for child protection seriously.

Female Genital Mutilation (FGM) is a form of child abuse and as such is dealt with under the school's Safeguarding and Child Protection Policy. At Redlands the Headteacher and Governors expect safeguarding to be everyone's responsibility and expect all staff to adhere to and follow this policy. The school uses the World Health Organisation definition as written below:

#### Definition of FGM:

*"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."* (World Health Organisation, 1997)

#### Documents:

The school has taken information from several documents to write this appendix. These include Guidance from the British Medical Association, the Government Home Office guidelines and OFSTED guidelines for "Inspecting Safeguarding".

The UK Government has written advice and guidance on FGM that states:

*"FSM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child, it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."*

*"Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM."*

*"UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. Women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."*

As from January 2013 OFSTED have included FGM in their "Inspecting Safeguarding" briefing for inspectors. Annex 4 contains questions and information about FGM for inspectors. Below are excerpts from this document:

#### Annex 4. Female Genital Mutilation

*"Designated senior staff for child protection in schools should be aware of the guidance that is available in respect of FGM, and should be vigilant to the risk of it being practised. Inspectors should also be alert to this when considering a school's safeguarding arrangements, and where appropriate ask questions of the designated staff. Key questions could include:*

- Are designated senior staff for child protection aware of the issue and have ensured that staff in the school are aware of potential risks?*
- How alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it?*
- Has the school taken timely and appropriate action in respect of concerns about particular children?"*

### Procedures the school has in place:

Redlands Primary School takes proactive action to protect and prevent our girls being forced to undertake FGM. The Headteacher and Governors do this in 4 ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for child protection leads and disseminated training for all staff at the front line working with the children.
3. FGM discussions by child protection lead with parents of children from practising communities who are seen to be at risk as appropriate.
4. Comprehensive PSHE and Sex and Relationships Education delivered to KS2 children with a discussion about FGM with Year 6 girls.

In order to protect our children it is important that key information is known by all of the school community.

### Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- Long periods of time spent away from the class during the day.

A child who has undergone FGM should be seen as a child protection case. Medical assessment and therapeutic services must be considered at the Strategy Meeting.

### Indications that a child is at risk of FGM:

- Family comes from a community that is known to practise FGM – especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a 'special ceremony'.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence overseas or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM, and it comes to the attention of any professional, consideration needs to be given to any child protection implications, e.g. for younger siblings, extended family members and a referral made to Social Care or the police if appropriate.

If we have concerns that children in our school community are at risk or are victims of FGM we may:

### ASK

The following questions are purely for guidance and each case should be dealt with sensitively and considered individually and independently. Always seek guidance from the Headteacher or DSL before asking a child any questions.

Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holidays. Ask questions like:

- Who is going on holiday with the child?
- How long are they planning to go for and is there a special celebration planned?
- Where are they going?
- Are they aware that the school cannot necessarily keep their child on roll if they are away for a long period?

And if necessary

- Are they aware that FGM including Sunna is illegal in the UK even if performed abroad?

If you suspect that a child is a victim of FGM you may ask the child:

- Your family is originally from a country where girls or women are circumcised – do you think this has happened to you?
- Has anything been done to you down there or on your bottom?
- Do you want to talk to someone who will understand you better?

## RECORD

Always record all discussions and concerns accurately.

## REFER

Known cases of FGM will be reported to the police by the designated person as the law requires. FGM is a criminal offence.

The DSL or Headteacher will seek advice about making referrals to Single Point of Access

Useful documents:

- Multi-Agency Practice Guidelines: Female Genital Mutilation (HM Government, 2011)
- Briefings and Information for use during Inspections of Maintained Schools and Academies (OFSTED, updated December 2012)
- Working Together to Safeguard Children (HM Government, March 2013)
- Safeguarding Children and Safer Recruitment in Education (DfE, 2007, Annex A)
- Department for Education website:
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/276657/Project\\_Azure\\_FGM\\_school\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/276657/Project_Azure_FGM_school_guidance.pdf)
- <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>

## Appendix E

### Prevent Duty

In line with the Prevent guidance (2018) <https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018> the Prevent Duty aims to stop people becoming terrorists or supporting terrorism. At Redlands, the Prevent Duty is seen as part of the school's existing safeguarding duty and, as such, appropriate training will be provided. The Prevent lead is Mrs S Aslam, Headteacher and the Governor nominated for the Prevent Duty is Graham Alexander.

All staff must highlight any concerns about pupils to the DSL in the same manner as when a child makes a disclosure or makes an allegation.

As with managing other safeguarding risks, staff should be alert to children's behaviour which could indicate that they may be in need of help or protection. '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. An individual's engagement with the programme is entirely voluntary at all stages. All our staff have undertaken the prevent training.

Redlands is aware of the Channel process and will inform any concerns we have to the relevant police contact.

Telephone: [0800 789 321](tel:0800789321)

### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. 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."*
3. 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."*
4. 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.
5. Pupils 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.

6. Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil 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/pupil'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 student/pupil 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 – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Family members convicted of a terrorism act or subject to a Channel intervention;
- 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;
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

## Appendix F

### Appendix to Safeguarding Children and Child Protection Policy for Students/Volunteers

Redlands Primary School values volunteers for the diverse skills and experience they bring to the school. We recognise that volunteers should be seen as complimentary and additional to the staff group. The aim of this document is to ensure that the interests of the volunteers are met, whilst bearing in mind that the pupils' safety and well-being are paramount.

With this in mind Redlands Primary School undertakes the following:

- To give all students/volunteers guidance on arrival
- To follow up references for students/volunteers and ensure that DBS checks are seen and logged with photographic identification
- Aspire to provide a worthwhile experience which allows for work experience skills to be developed and which is personally rewarding
- To promote equal opportunities for all students/volunteers
- To provide scheduled supervision when requested
- To keep records of work experience and training
- To consult with and keep students/volunteers informed of possible changes that might affect them and their work
- To provide a safe work place.

In return students/volunteers will:

- Work as part of a team, under the supervision of an appointed member of staff
- Adhere to strict confidentiality policy and procedures
- Be punctual and notify staff as soon as possible if they are unable to attend a session or an agreed meeting time
- Work together with staff to set up at the start and tidy up at the end of a session
- Ensure that they always work within the school's policies and procedures, particularly regarding safeguarding/child protection and equal opportunities
- Help to provide a safe environment for pupils, e.g. ensure that equipment that is damaged or dangerous is highlighted to a member of school staff.

I have read and understood the above.

Date:

Name:

(student/volunteer) Signed:

## Appendix G

### Reporting a concern to the Designated Safeguarding Lead (DSL)

Further to the guidance in Section 10 of this policy (Dealing with Concerns), members of staff must complete the form below when reporting a concern to the DSL. The DSL will then complete the school's safeguarding concerns form, attach this form and take any further necessary action. Copies of this form are in classrooms and in the staffroom.

### CHILD PROTECTION ALERT FORM



Name of Child/Young Person:	Year:
Address:	DOB:
Day, Date & Time Information Received:	
Day, Date & Time of Incident/Occurrence:	
Nature of Concern:	
Details of Concern (please continue overleaf if more space needed):	
Source of Information Name (Telephone Number if appropriate):	
Name of person completing form:	
Day, Date & Time information shared with DSL:	
Day, Date & Time DSL completed school concern form:	