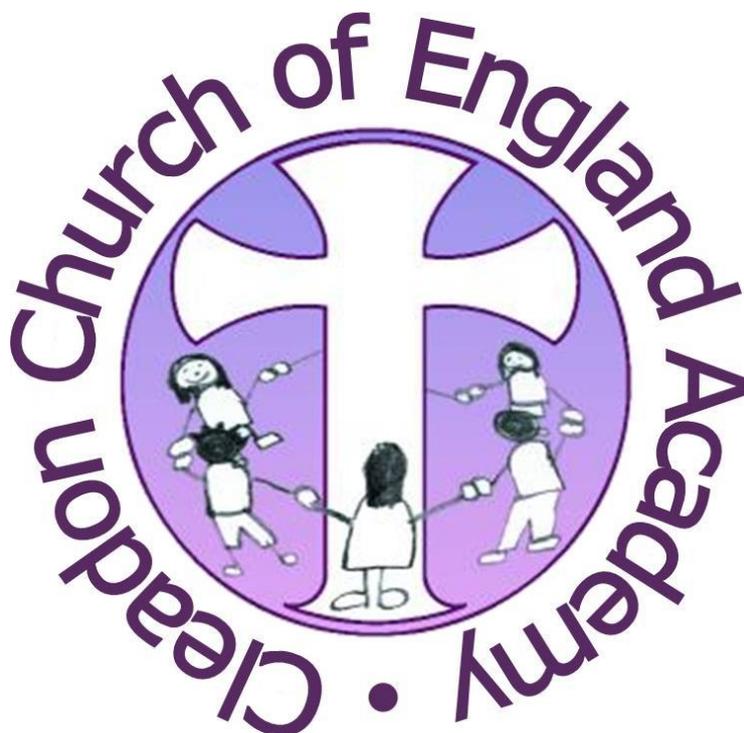


# Cleadon Church of England Academy



## Child Protection and Safeguarding Policy

**THIS POLICY SHOULD BE AVAILABLE TO ALL STAFF VOLUNTEERS AND VISITORS AT ALL TIMES.**

- Designated Teacher - Mr G. Scott
- Deputy Liaison Teacher - Miss J. Merrin
- Local Academy Council Safeguarding Governor – Mr M. Hurrell
- All Saints Academy Trust Safeguarding Director- Mr D. Hall
- Review Date – September 2018

Date of Next Review: Autumn 2020

## **Statement of intent**

Cleadon Church of England Academy is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to abuse.
- Ensuring that members of the governing body, the Principal and staff members understand their responsibilities, under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the Principal and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- We will review our safeguarding policy and procedures annually to make sure they are still relevant and effective.

The designated safeguarding lead is: Mr G. Scott.

In the absence of the designated safeguarding lead, child protection matters will be dealt with by Miss J. Merrin

## **1. Definition**

1.1. For the purpose of this policy, Cleadon Church of England Academy will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

## **2. Legal framework**

2.1. This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

### **Legislation**

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- Education (Pupil Referral Units) (Application of Enactments) (England)(Amendment) Regulations 2012
- School Staffing (England) Regulations 2009, as amended
- Education (Independent School Standards) (England) Regulations 2015
- Equality Act 2010
- Education (Non-Maintained Special Schools) (England) Regulations 2015, as amended
- Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Sexual Offences Act 2003

### **Statutory guidance**

- DfE (2019) 'Keeping Children Safe in Education
- DfE (2018) 'Keeping Children Safe in Education
- DfE (2016) 'Keeping Children Safe in Education
- DfE (2015) 'Working Together to Safeguard Children
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing advice for safeguarding practitioners'
- DfE (2015) 'Disqualification under the Childcare Act'2006

- DfE (2015) 'The Prevent duty: Departmental advice for schools and childcare providers'

### **3. Roles and responsibilities**

#### **3.1. The Board of Directors** has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2015'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the Board of Directors is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the Principal or other Director.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Appoint a member of staff from the senior leadership team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description – there should always be cover for the designated safeguarding lead.
- Consider how children may be taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities in checking staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

- Guarantee that there are procedures in place to handle allegations against other children.
- Make sure that the child's wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual children.
- Guarantee that there are systems in place for children to express their views and give feedback.
- Appoint a designated teacher to promote the educational achievement of looked after children and ensure that this person has undergone appropriate training.
- Ensure that staff members have the skills, knowledge and understanding necessary to keep looked after children safe, particularly with regard to the child's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses to children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

### 3.2. **The Principal** has a duty to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

### 3.3. **The Designated safeguarding lead** has a duty to:

- Refer all cases of suspected abuse to children's social care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Liaise with the Principal to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how LAs 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 the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with special educational needs and/or disabilities (SEND) and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publically and parents/guardians are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the pupil's child protection file is copied when transferring to a new school.
- At Cleadon Church of England Academy, we comply with the record retention schedule as laid out in the Schools' Record Management Toolkit. All child protection and safeguarding information, whether paper or electronic, is retained for D.O.B. plus 25 years. All information is retained securely in school. All information is copied and sent under separate cover to a child's new school. If a child is removed from the school roll to be educated at home, records will be sent to the Local Education Authority.
- In the case of Looked After children, all records are handed to the Designated Teacher of the next school. Where this is not practical, records will be given to the named Social Worker. Such records will not be sent by post.

#### **3.4. Other staff members must:**

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which children can learn.
- Identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual children, in collaboration with the designated safeguarding lead.

- If at any point there is a risk of immediate serious harm to a child, make a referral to children's social care immediately.
- Support social workers in making decisions about individual children, in collaboration with the designated safeguarding lead.
- Cleadon Church of England Academy works in partnership with the LA's PREVENT Team to assess the extent to which individual pupils are at risk of being drawn into terrorism.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Radicalisation Policy.

#### **4. Private Fostering**

A privately fostered child is a child under 16 (or 18 if disabled) who is cared for by an adult who is not a parent or close relative where the child is to be cared for in that home for 28 days or more. Close relative is defined as "a grandparent, brother, sister, uncle or aunt (whether of the full blood or half blood or by marriage or civil partnership) or step-parent". A child who is Looked After by a local authority or placed in a children's home, hospital or school is excluded from the definition. In a private fostering arrangement, the parent still holds Parental Responsibility and agrees the arrangement with the private foster carer.

A child in relation to whom the local authority receives notification from the prospective adopters that they intend to apply to the Court to adopt may have the status of a privately fostered child. The requirement by the Academy to notify the local authority relates only to children who have not been placed for adoption by an adoption agency. On receiving the notification, the local authority for the area where the prospective adopters live becomes responsible for supervising the child's welfare pending the adoption and providing the Court with a report.

#### **5. Female genital mutilation (FGM)**

5.1. All staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

5.2. There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.

5.3. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be

aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

5.4. The following indicators are taken from government guidelines regarding FGM:

**Indicators that may show a heightened risk of FGM include:**

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from personal, social and health education (PSHE).

**Indicators that may show FGM could take place soon:**

- The risk of FGM increases when a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

5.5. It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

5.6 If a member of staff has a concern, they should activate local safeguarding procedures.

5.7. As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.

5.8. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the designated safeguarding lead and involve children's social care as appropriate.

## **6. Child sexual exploitation (CSE)**

6.1. CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.

6.2. CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.

6.3. Cleadon Church of England Academy has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

### **Step one – Identifying cases**

School staff members are aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

### **Step two – Referring cases**

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

### **Step three – Support**

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

## **7. Preventing radicalisation**

7.1. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

7.2. Cleadon Church of England Academy will actively assess the risk of children being drawn into terrorism.

7.3. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

7.4. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel Panel. The school will work with the LSCB as appropriate.

## **Training**

7.5. The designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

## **Risk indicators**

7.6. Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

7.7. Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

7.8. Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

7.9. Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

7.10. Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

### **Making a judgement**

7.11. When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?

- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

7.12. Critical indicators include where the child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

7.13. Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

7.14. The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation in the first instance.

### **Computing policy**

7.15. Cleadon Church of England Academy will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.

### **Extremist speakers**

7.16. The Lettings Policy prevents speakers who may promote extremist views from using the school premises.

### **Building children's resilience**

7.17. The Academy will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

## **Resources**

7.18. The Academy will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)

## **8. A child missing from education**

8.1. A child going missing from school is a potential indicator of abuse and neglect.

8.2. Staff will monitor children that go missing from the school, particularly on repeat occasions, and report them to the designated safeguarding lead – following normal safeguarding procedures.

8.3. In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.

- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

8.4. The Academy will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## **9. Safer recruitment**

9.1. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

### **Pre-employment checks**

9.2. The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking 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.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the gov.uk website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate.
- Verifying professional experience and qualifications as appropriate.

9.3. A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

9.4. An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

9.5. An enhanced DBS check will be carried out on for each member of the governing body.

9.6. The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

### **Barred list check**

9.7. An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.

9.8. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.

9.9. Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

### **References**

9.10. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

9.11. References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

9.12. Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.

9.13. Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school.

9.14. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

## **Volunteers**

9.15. No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.

9.16. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

9.17. An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.

9.18. Name of school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

9.19. Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.

9.20. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

9.21. The Academy will ensure that policies and procedures are in place to protect children from harm during work experience placements.

9.22. The Academy ensures that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

9.23. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

## **Administration and records**

9.24. The school will set up and maintain a single central record showing whether or not the following checks have been carried out on, or certificates obtained from, members of the governing body, staff members, volunteers and other individuals working with children in the school:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- Further checks on people living or working outside the UK

- A check of professional qualifications
- A check to establish the person's right to work in the UK

9.25. DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.

9.26. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

## **10. Staff suitability**

10.1. All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.<sup>1</sup>

10.2. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.
- Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).

10.3. All staff members are required to sign a declaration provided in confirming that they are not disqualified from working in a schooling environment.

10.4. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

## **11. Training**

11.1 Staff members will be made aware of systems and policies within the school which support safeguarding during their HR inductions. This will be monitored regularly and training will be provided for new staff on Safeguarding practices.

11.2. The designated safeguarding officer will undergo updated child protection training every two years.

11.3. The Principal and all staff members will undergo child protection training which is updated regularly, in line with LSCB advice.

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## **12. Reporting**

12.1. Staff members should raise any concerns that they may have about a child with the designated safeguarding lead, including situations of abuse which may involve other staff members.

12.2. The safeguarding lead will decide whether to make a referral to Children's social care, but any staff member can refer their concerns to children's social care directly. This should be done by contacting the relevant Early Help Service number (See contact details below).

12.3. The referrer shall press children's social care for re-consideration if the decision was taken not to undergo an early help assessment and the child's situation does not improve.

12.4. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.

12.5. An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

12.6. A child will immediately be referred to children's social care if there is a risk of immediate serious harm to a child.

## **13. Operation Encompass**

The school is an active member of the Northumbria Police scheme Operation Encompass. This is the reporting to schools before 9am on a school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening. It alerts staff of incidents that have occurred to enable them to offer support to a child if appropriate and also to give the Early Help team an update on the child's well-being.

## **14. Contact information**

South Tyneside Early Help Service:

EYFS- (0191) 4246214

KS1 / KS2- (0191) 4244704

Contact and Referral (Social Services)- (0191) 4244674

Duty Team- (0191) 4346210

LADO- (0191) 4247747

## Annex A – Staff disqualification declaration

Name of school:	
Name of staff member:	Position
<b>Orders and other restrictions</b>	
Have any orders or other determinations related to childcare been made in respect of you?	Yes/No
Have any orders or other determinations related to childcare been made in respect of a child in your care?	Yes/No
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	Yes/No
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) Regulations 2009?	Yes/No
Are you barred from working with children by the DBS?	Yes/No
Are you prohibited from teaching?	Yes/No
<b>Specified and statutory offences</b>	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
• Any offence against or involving a child (person under the age of 18)?	Yes/No
• Any violent or sexual offence against an adult?	Yes/No
• Any offence under the Sexual Offences Act 2003?	Yes/No
• Any other relevant offence?	Yes/No
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	Yes/No
<b>Disqualification by association</b>	
To the best of your knowledge, is anyone in your household disqualified from working with children under the regulations? This includes the person having an Order of Restriction, as outlined in the 'Orders and other restrictions' section, against them or having been cautioned, reprimanded, given a warning for or convicted of any offence in the 'Specified and statutory offences' section.	Yes/No
<b>Provision of information</b>	
If you have answered yes to any of the questions above, provide details below in respect of yourself, or, where relevant, the member of your household concerned. You may provide this information separately, but you must do so without delay.	

Details of the order restriction, conviction or caution:

The date(s) of the above:

The relevant court(s) or body/bodies):

**You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.**

**Declaration**

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my Principal immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children.

Signed:

Print name:

Date:

## **Annex B - Practice Guidance**

This document has been designed to help staff know how to respond to situations where they may have concerns about the safety and wellbeing of a child.

Due to the nature of our work, we may be the first to know that a child has been abused or that we are concerned about a child's wellbeing. Everyone has an equal responsibility to ensure that children's needs are put first and to safeguard all children.

Individuals within the organisation need to be alerted to the potential abuse of children both within families and also from other sources including abuse by members of staff in our and other organisations.

They need to know how to recognise and act upon indicators of abuse or potential abuse involving these groups.

There is an expected responsibility for all members of the organisation to respond to any suspected or actual abuse of a child in accordance with the procedures provided.

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy and told who the Safeguarding Lead is.

All regular visitors and volunteers to our school will be told where our policy is kept, they will be given a set of safeguarding procedures, they will be told who our Senior Designated and alternate staff members are and what the recording and reporting system is.

When new pupils join our school, all parents and carers will be informed that we have a safeguarding policy. This will be offered to parents should they request a copy. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services. (See School Prospectus)

### **Confidentiality**

It is important for all staff to follow the statement of confidentiality outlined below:

We treat all children, carers, parents and families with respect. Information that is given to us will be treated confidentially and shared only with those persons who have an agreed reason to have the information. Information will only be passed to other people with the agreed consent of the person giving the information, except if there are concerns about the welfare of a child. In these circumstances a discussion will be held with the designated manager and if it is considered appropriate the information will be shared with professionals in the local authority/police/health.

## Immediate Action

Immediate action may be necessary at any stage. It is always good practice to be as open and honest as possible with parents/carers about any concerns.

IN ALL CASES IT IS VITAL TO TAKE WHATEVER ACTION IS NECESSARY TO SAFEGUARD A CHILD. THIS MAY INCLUDE THE FOLLOWING:

If emergency medical attention is required this can be secured by calling an ambulance (dial 999) or taking a child, to the nearest Accident and Emergency Department. In the case of a child, a designated adult will accompany the child to hospital.

If a child is in immediate danger the police should be contacted (dial 999) as they alone have the power to remove a child immediately if protection is necessary, via a Police Protection Order.

## Recognition of Abuse or Neglect

'Abuse and neglect' is a generic term encompassing all ill treatment of children, including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development.

Abuse and neglect are forms of maltreatment. Somebody may abuse a child by inflicting harm, or by failing to prevent harm. Children may be abused in the family or an institutional or community setting by those known to them or, more rarely, by a stranger. An adult or adults or another child or children may abuse them.

There are four broad categories of abuse:

- o Physical abuse
- o Emotional abuse
- o Sexual abuse
- o Neglect

These categories overlap and an abused person does frequently suffer more than one type of abuse (e.g. a child may be suffering physical and emotional abuse). The definitions below encompass all groups covered by this policy.

**a) Physical Abuse** Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (Working Together, 2006).

**b) Emotional Abuse** Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's

emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as over- protection and limitation of exploration and learning, or preventing the child participating in normal social interactions. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone (Working Together, 2006). [L] [SEP]

**c) Sexual Abuse** [L] [SEP] Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways (Working Together, 2006). [L] [SEP]

**d) Neglect** [L] [SEP] Neglect involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (Working Together, 2006). [L] [SEP]

***N.B. Children need to be protected even when it appears that they are not aware that the physical abuse, or sexual activity that they are involved in or witness, or the neglect they experience, is harmful to them.***

### **Signs of Possible Abuse**

When considering whether there is evidence to suggest a child has been abused, there are a number of possible indicators (listed below). However, there *may* be other explanations, so it is important not to jump to conclusions but rather seek advice from Children's Services or the Police Child Abuse Investigation Unit. There may also be no signs or symptoms; this does not mean that a report of abuse is false.

#### Signs Suggesting Physical Abuse

- Any injuries not consistent with the explanation given for them [L] [SEP]
- Injuries that occur to the body in places, which are not normally exposed to falls, rough games etc.

- Injuries that have not received medical attention [L] [SEP]
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc. [L] [SEP]
- Reluctance to change for, or participate in, games or swimming [L] [SEP]
- Repeated urinary infections or unexplained tummy pains. [L] [SEP]
- Bruises, bites, burns, fractures etc that do not have an accidental explanation\* [L] [SEP]
- Cuts/scratches/substance abuse\* [L] [SEP]
- Changes in routine [L] [SEP] Indicators of Possible Sexual Abuse [L] [SEP]
- Any allegations made by a person concerning sexual abuse [L] [SEP]
- Person with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play [L] [SEP]
- Sexual activity through words, play or drawing [L] [SEP]
- Child, young person or vulnerable adult who is sexually provocative or seductive with adults [L] [SEP]
- Inappropriate bed-sharing arrangements at home [L] [SEP]
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt [L] [SEP] or veiled sexual connotations [L] [SEP]
- Eating disorders – anorexia, bulimia\* [L] [SEP]
- Bed wetting and soiling Signs Suggesting Emotional Abuse [L] [SEP]
- Changes or regression in mood or behaviour, particularly where a child, young person or vulnerable adult withdraws or becomes clingy – also depression/aggression, extreme anxiety [L] [SEP]
- Nervousness, frozen watchfulness [L] [SEP]
- Obsessions or phobias [L] [SEP]
- Sudden under-achievement or lack of concentration [L] [SEP]
- Inappropriate relationships with peers and/or adults, carers or family [L] [SEP]

- Attention-seeking behaviour [L] [SEP]
- Persistent tiredness [L] [SEP]
- Running away/stealing/lying [L] [SEP] \* **These signs may also indicate the possibility that a child, young person or vulnerable adult is self-harming** [L] [SEP]

### **Concerns of a General Nature/not Relating to a Specific Individual**

There may be instances where concerns do not relate to a specific individual. It may be that there are concerns in respect of institutional abuse or neglect within a service, and this may affect a number of people who use that service. [L] [SEP] Concerns do not need to be specific to an individual in order to alert. The Duty of Care remains the same whether alerting concerns involving one individual, several individuals or service-related issues that may affect many people.

### **What To Do If Children Talk To You About Abuse Or Neglect**

It is recognised that a child may seek out an adult to share information about abuse or neglect with, or talk spontaneously either individually or in groups when an adult is present. In these situations staff members or volunteers must:

Listen carefully to the child and NOT directly question them. [L] [SEP]

Give the child time and attention. [L] [SEP]

Allow the child to give a spontaneous account; do not stop them when they are freely recalling significant events. [L] [SEP]

Make an accurate record of the information given taking care to record the timing, setting and people present, the child's presentation as well as what was said. **Do not throw this away as it may later be needed as evidence.** [L] [SEP]

Use the child's own words where possible. [L] [SEP]

Explain that you cannot promise not to speak to others about the information they have shared. [L] [SEP]

Ask questions only to clarify understanding of what has been said (do not interrogate the child) [L] [SEP]

Let the child, know you understand what they have said and that you will act upon it [L] [SEP]

Reassure the child that:

o You are glad they have told them; [L] [SEP]

o S/he has not done anything wrong; [L] [SEP]

- o What you are going to done next;
- o Explain that you will need to get help to keep them safe;
- o You must NOT ask the child to repeat his or her account of events to anyone.

### **Consulting about the concern**

The purpose of consultation is to discuss concerns in relation to a child and decide what action is necessary. Staff or volunteers may become concerned about a child who has not spoken to them, because of something they have observed, or information they have heard about a child. If a child is upset or has a visible injury it is good practice to ask them why they are upset or how a cut or bruise was caused, or respond to a child who wants to talk. This practice can help clarify vague concerns and result in appropriate action. If staff members are concerned about a child they must share their concerns. Initially they should talk to Mrs Jayn Gray or Miss Jane Merrin. If a member of our staff or a volunteer is implicated in any concerns about a child, staff should discuss their concerns directly with the Principal who will then contact the Children's Services Referral and Assessment Team telephone number 0191 424 5010. (See section on Allegations Management below). Where an allegation concerns the head teacher it should be referred to the Chair of Directors and Children's Services Referral and Assessment Team

Staff members and volunteers should consult externally with Children's Services Referral and Assessment Team in the following circumstances:

When they remain unsure after internal consultation as to whether child protection concerns exist

When there is disagreement as to whether child protection concerns exist

When they are unable to consult promptly or at all with the designated internal contact for child protection

When the concerns relate to any individual within our organisation Consultation is not the same as making a referral but this should help a decision to be made as to whether a referral to Children's Services or the Police should progress.

### **Making a referral**

A referral involves giving Children's Services or the Police, information about concerns relating to a child, or family, in order that enquiries can be undertaken by the appropriate agency followed by any necessary action. In certain cases the level of concern will lead straight to a referral without external consultation being necessary. Parents/carers should be informed if a referral is being made **except** in circumstances where it is considered that informing parents/carers would place a child, yourself or others at immediate risk. However, inability to inform parents for any reason should not prevent a referral being made. It would then become a joint

decision with Children's Services about how and when the parents or carers should be approached and by whom. **If the concern is about abuse or risk of abuse from someone not known to the child or child's family, (stranger abuse) the designated member of staff will make a telephone referral directly to the police and advise the parents or carers. If the concern is about abuse or risk of abuse from a family member or someone known to the child, the designated member of staff will make a telephone referral to the Early Help / Referral and Assessment Team.** <sup>[L]</sup><sub>[SEP]</sub> **Information required** <sup>[L]</sup><sub>[SEP]</sub> Staff should be prepared to give as much of the following information as possible (in emergency situations all of this information may not be available). Unavailability of some information should not stop anyone making a referral. <sup>[L]</sup><sub>[SEP]</sub>

Provide your name, telephone number, position and request the same details from the person to whom you are speaking. <sup>[L]</sup><sub>[SEP]</sub>

Full name and address, telephone number of family, date of birth of child and siblings. <sup>[L]</sup><sub>[SEP]</sub>

Gender, ethnicity, first language, any special needs. <sup>[L]</sup><sub>[SEP]</sub>

Names, dates of birth and relationship of household members and any significant others. <sup>[L]</sup><sub>[SEP]</sub>

The names of any professionals' known to be involved with the child/family e.g.: GP, Health Visitor, School. <sup>[L]</sup><sub>[SEP]</sub>

The nature of the concerns, and reason for them. <sup>[L]</sup><sub>[SEP]</sub>

Your opinion on whether the child, may need urgent action to make them safe. <sup>[L]</sup><sub>[SEP]</sub>

Your view of what appears to be the needs of the child and family or carers. <sup>[L]</sup><sub>[SEP]</sub>

Whether the parent, carer or person with parental responsibility has given their consent to the referral being made. <sup>[L]</sup><sub>[SEP]</sub>

### **Action to be taken following the referral**

Ensure that an accurate record is made and kept, detailing the concerns that have been referred. Make sure the concerns are confirmed in writing to the Referral and Assessment Team following the referral (within 48 hours).

Accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

### **Confidential Records of Concern**

All records in respect of the children, their parents and/or carers are kept confidential in a secure place. Information should only be shared on a need to know basis. Where

the sharing of information is vital to protect a child, the issue of confidentiality is secondary to their need for protection.

If we are concerned about the welfare or safety of any child, all adults in school will record their concern in written form and give this to the senior designated person. Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file.

These files will be the responsibility of the Senior Designated Person and information will only be shared within school on a need to know basis for the protection of the child. Any safeguarding information will be kept in the file and will be added to. Copies of referrals, invitations to child protection conferences, core groups and reports will be stored here.

If a child leaves the Academy we will ensure that our Senior Designated Person makes contact with the senior designated person at the following school and the file will be forwarded

**Safe Recruitment and Selection** At Cleadon Church of England Academy we have adopted the Local Education Authority's Policy on Recruitment. (See South Tyneside LEA's Safer Recruitment Policy)

At all times the Principal and Board of Directors will ensure that safe recruitment practices are followed. At Cleadon Church of England Academy we require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview.

We will question the contents of application forms if we are unclear about them, we will undertake enhanced Criminal Records Bureau checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

### **Allegations against Staff or Volunteers**

Allegations are usually addressed in two areas:

1. Allegations that a child is being harmed by a member of staff, is known as Allegations Management
2. General allegations of wrongdoing is known as Whistle-Blowing (Please see Speak Out Policy)

All staff and volunteers have a responsibility to ensure they do not abuse their positions of trust within our organisation. Any concerns raised by a member of staff/volunteer or a member of the public regarding inappropriate behaviour by any member of this organisation will be managed via the following procedure and all allegations will be acted on.

### **Allegations Management**

If anyone raises a concern about another member of staff or volunteer where they have:

- Behaved inappropriately in a way that has harmed or may have harmed a child [L] [SEP]
- Possibly committed a criminal offence against or related to a child [L] [SEP]
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with these groups in their work, volunteering capacity or private life. This will be reported to the senior designated person or the Head Teacher. They must inform the South Tyneside Local Authority Designated Officer (LADO) for Allegations Management – Tel: 0191 4247747. The LADO will advise on how to proceed, whether the matter can be dealt with within our organisation's own arrangements or whether a multi-agency strategy meeting is required. Where the LADO decides that the issue can be dealt with internally, the reasoning and advice will be recorded and sent to the Head teacher, Children's Services Referral and Assessment Team and the Police Child Protection Unit. In this instance it will be necessary to comply with the timescales in the Local Authority guidance and inform the LADO of the outcome of the investigation. Should an allegation be made against the Principal of Cleadon Church of England Academy, the Chair of the Board of Directors will be responsible for liaising with the Local Authority. Where the LADO decides the case needs to proceed to an 'Incident Evaluation Meeting' (IEM) meeting s/he will make a referral to the Children's Services Referral and Assessment Team and convene the meeting/s in accordance with their guidance. Complaints made directly to the police will be reported to the LADO as soon as possible and again s/he will decide whether to hold a strategy meeting. The Police may interview the complainant if they feel this is appropriate.

### **Anonymous Allegations** [L] [SEP]

Let people know that because you will protect them (as explained above), you encourage them to give their name when they make an allegation. Concerns raised anonymously tend to be far less effective and if, for example, you do not have enough information, you may not be able to investigate the matter at all. [L] [SEP] If they feel that they still do not want to give their name the senior designated person will decide whether or not to consider the matter. The decision will depend on:

The seriousness of the matter; [L] [SEP]

Whether the concern is believable; [L] [SEP]

Whether an investigation can be carried out based on the information provided.

Concerns are better put in writing giving as much information as possible – including any relevant names, dates, places and so on. The earlier the issue is raised, the easier it will probably be to take effective action. A person raising a concern will not have to prove beyond all reasonable doubt that the allegation is true, but they will have to show that there are good reasons for their concern. [L] [SEP]

Any member of staff or volunteer raising a concern should first do so with the senior designated teacher, this will depend on the seriousness and sensitivity of the matter, and who is suspected of the wrong doing.

### **Code of Behaviour**

All staff and volunteers are expected to behave in a manner, which reflects the child-centred principles of our organisation. This good practice will be reinforced during staff development, supervision, training sessions and is reflected in the school's Staff Code of Conduct.

### **Working with Children**

It is essential that care is taken to minimise the possibility for abuse and misunderstanding and misinterpretation. False allegations are rare but general good practice will help prevent them.

All staff have copies of the school's Staff Code of Conduct Document. There is further detailed information about Safe Working Practice in the document "Safe Working Practice for the Protection of Children and Staff in Education Settings." ([www.teachernet.com](http://www.teachernet.com)). This document is also available in school and to all staff and volunteers.

- Never work alone with children out of public view. Leaders should not ask staff/volunteers to work with these groups in situations where staff/volunteers will be completely unobserved. [L] [SEP]
- If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open [L] [SEP]
- Maintain a safe and appropriate emotional and physical distance from children. [L] [SEP]
- Do not invite or allow children, into your home [L] [SEP]
- Do not give children lifts in your car except in emergencies (unless this is part of your job) [L] [SEP]
- Never let allegations, made by anyone, go unacknowledged, unresolved or not acted upon *Staff/volunteers should be aware of the potential for misunderstanding when touching children.* If it is an accepted part of an activity, touching should be appropriate to the situation and follow accepted guidelines where they exist. Consoling a child who is upset, administering first aid or supporting a participant in an activity is acceptable and necessary behaviour. We also have guidelines on procedures when physically restraining a child may be necessary and staff have been trained in using procedures outlined. (Please see Safe Restraining Policy) [L] [SEP] A list of personnel able to practice safe restraint will be kept by the Principal. [L] [SEP]

- We also follow procedures outlined in the “Promoting Inclusion: Supporting the personal development of young children: Contenance Document (Gateshead Council)” when supporting a child’s continence care needs. <sup>[L]</sup><sub>[SEP]</sub>

### **Internet Safety (See Staff Acceptable Use Policy and Pupil Acceptable Use Policy)**

The school has a Staff Acceptable Use Policy and also a Pupil Acceptable Use Policy which ensures all users are aware of codes of conduct and how to stay safe, when using IT resources. They are also aware of what to do if they feel uncomfortable, or upset, by something they see or receive when using IT resources. Rules for the safe use of the Internet are also displayed in classrooms, as well as information on Cyberbullying (KS2) <sup>[L]</sup><sub>[SEP]</sub>

### **Provision**

Children are taught about staying safe and adopting safe practices across a range of curricular areas e.g. SEAL, PHSE, IT, PE. ( see relevant policies) **Complaints** It is reasonable that all stakeholders have the right to complain or make comment if they are unhappy with the care they receive. Cleadon Church of England Academy will address any concerns that are raised. Receiving complaints and comments about our school also helps us to understand the things that we do well and where there are areas that need to be improved. <sup>[L]</sup><sub>[SEP]</sub>

### **Other relevant Safeguarding Policies**

Keeping Children Safe in Education (September 2018)

Working Together to safeguard Children (2015)

Safe Working Practice<sup>[L]</sup><sub>[SEP]</sub> Acceptable Use Policy

Safe Recruitment<sup>[L]</sup><sub>[SEP]</sub>

Code of Conduct<sup>[L]</sup><sub>[SEP]</sub>

Safe Restraint<sup>[L]</sup><sub>[SEP]</sub>

Missing Child Policy

Uncollected Children Policy

Contenance Policy

Anti-bullying Policy

Race Equality Policy

Behaviour Policy<sup>[L]</sup><sub>[SEP]</sub>

Drugs Policy<sup>[1]</sup><sub>[SEP]</sub>

PHSE Policy<sup>[1]</sup><sub>[SEP]</sub>

Extremism and Radicalisation