

# The Federated Schools of St. Cuthbert and St. Sebastian



*Only my best will do. Be kind to one another*

## Child Protection Policy

Co-ordinators:

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**SUB COMMITTEE RESPONSIBLE - Full Governing Body**

Presented to Governors: 10<sup>th</sup> March 2017

Review Date: 10<sup>th</sup> March 2018

St Cuthbert's Catholic Primary and Nursery School

**Our Mission Statement**

We, the pupils, parents and staff of St. Cuthbert's, strive to create a caring, educational community where; Christian principles and standards are upheld, each person is valued, and the spiritual, aesthetic, and moral growth of individuals, as well as their intellectual and physical needs, are met.

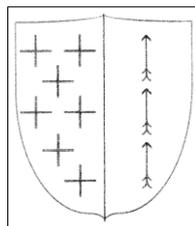


St Sebastian's Catholic Primary and Nursery School

Statement of Purpose

Our school aims to be a community which reflects real gospel values of love and forgiveness. A community in which each individual, child or adult, can work in an atmosphere of mutual respect and understanding, so as to broaden their appreciation of the world, its cultures and its people .

**STUDY-----SANCTITY-----SERVICE**



# Federated Schools of St Cuthbert's & St Sebastian

## School Child Protection Policy

This policy was last reviewed by the governing body in: 2015

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school.

### 1. Child Protection Statement:

'Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.'

### 2. Definitions:

A child includes anyone under the age of 18.

Child protection: *'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.'*

Safeguarding Children: *'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.'*

*Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'*

Keeping Children Safe in Education (DfE 2014)

### 3. Policy Aims:

- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately
- To ensure that the school's practice meets local and national guidance

### 4. Key Principles:

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.

- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE 2014)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult **without delay** to the Designated Safeguarding Lead Mrs Jackie Hilton. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any** staff member can refer their concerns to children's social care directly (Liverpool Careline 0151 233 3700)
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. 'Concerns about a child should always lead to help for a child at some point.' (DfE 2014)
- The school understands its responsibility to request a statutory assessment lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
- Keeping Children Safe in Education (DfE 2014) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.' Working Together to Safeguard Children (DfE 2103)
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and Liverpool Children's Safeguarding Board's procedures and provide them with information as required. ([www.liverpoolscb.org](http://www.liverpoolscb.org))
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.
- Early Help Hubs ([ehd.liverpool.gov.uk](http://ehd.liverpool.gov.uk)) 08000852022 Central 2336152 One Stop Shop, Picton Road. The Hubs support concerns raised regarding children and families.

## 5. Legislation and Guidance:

Schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education (DfE 2014). **This child protection policy should be read alongside this statutory guidance and all staff must read part 1 of this guidance.**

Local authorities have a duty to make enquiries under [section 47](#) of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under [section 17](#) of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

Working Together to Safeguard Children (DfE 2013) provides additional guidance and clearly states:

'Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies'

In addition, Working Together also reinforces the need to take action to provide Early Help before child protection is required:

'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.'

The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the Liverpool Children's Safeguarding Board Level of Needs framework sit below the requirement for a statutory assessment.

Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage.

The Teaching Standards (DfE 2012) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others'

In addition, the Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition it would be a breach of trust to have a relationship with any school student over the age of 18.

The school will also take into consideration the Ofsted guidance to inspectors, 'Inspecting Safeguarding which is continually updated'.

## **6. Communicating with parents:**

The following statement is provided to parents so they are aware of the school's responsibilities:

*'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'*

*The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.*

*The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.'*

*The CP Officers of the federation of St Cuthbert's & St Sebastian's submit MARFs (Multi Agency Referral Forms) online to Careline to measure the need and impact of the referral generated. This is done after advice from Careline/Hub and parents.*

## **7. Safeguarding Framework:**

In addition to this child protection policy the school has procedures or policies in relation to:

- attendance
- administering medicines
- anti-bullying including cyber bullying
- alternative and off-site provision

- behaviour for learning
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- Children in Care (Looked After Children)
- Clubs, trips, educational visits and extended school activities
- data protection
- drug and substance misuse
- disability objectives and access plan
- equal opportunities
- emergency planning
- fire drills
- first aid
- intimate care
- internet (e-safety)
- risk assessments
- safe recruitment practices
- managing allegations against staff
- school and site security
- safeguarding advice for visitors
- special educational needs and disabilities
- taking and using photographs
- whistle-blowing

#### **8. Roles and responsibilities:**

The Head Teacher is: **Mr Dennis Hardiman**

The Chair of Governors is: **Mr Michael Laird**

The Designated Safeguarding Lead for Child Protection is: **Mrs Jackie Hilton/ Miss Angela Brough/ Mrs Freda Turner**

Those trained to provide cover for the role of Designated Safeguarding Lead are: **Mrs Freda Turner, Ms Kate McMahon, Miss Angela Brough & Miss Nina Young**

The nominated Safeguarding / Child Protection Governors are: **Mrs Carol-Ann Murphy & Mrs Margaret Hagan**

The nominated governor for dealing with allegations against the Head Teacher is: **Mr Patrick Maloney**

**The Governing body should ensure that:**

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education DfE 2014 and Working Together to Safeguard Children DfE 2013.
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's Levels of Need Framework.
- The Child Protection Policy is reviewed annually and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the DCSF Guidance for Safer Working Practices for Adults Working with Children (2009)
- The school's practice is reviewed in line with Local Authority guidance, Liverpool Children's Safeguarding Board priorities and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team.
- The school has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Head Teacher.
- There is an additional nominated governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor should review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs and the progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

**The Head Teacher will ensure that:**

- The Single Central Record is maintained and up-to-date and the safer recruitment practices set out in Keeping Children Safe 2014 are followed, including pre-employment checks. At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and / or the National College of School Leadership as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education 2014 and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead.
- The curriculum provides opportunities to help students stay safe.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately.

**Keeping Children Safe in Education DfE 2014 sets out the broad areas of responsibility for the Designated Safeguarding Lead:**

***Managing referrals***

*Refer all cases of suspected abuse to the local authority children's social care and*

- *The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);*

- *Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or*
- *Police (cases where a crime may have been committed).*
- *Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations*
- *Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies*

### **Training**

*The designated safeguarding lead should receive appropriate training carried out every two years in order to:*

- *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 the school's or college's child protection policy and 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*
- *Obtain access to 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 or college may put in place to protect them*

### **Raising Awareness**

*The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:*

- *Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors 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 or college in this*

- *Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding*
- *When children leave the school or college, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file*

According to Local Guidance it is expected that the Head Teacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or National College of School Leadership.

In addition to the role outlined in Keeping Children Safe the Designated Safeguarding Lead is also expected to ensure that:

- Children's Services is notified if a child subject to a Child Protection Plan is absent for more than two days without explanation and the social worker is informed when a child subject to a Child Protection Plan or a Child in Need Plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training.

<b>Course</b>	<b>Name</b>	<b>Date</b>
<b>Liverpool Safeguarding Children</b>	<b>Mrs Jackie Hilton</b>	<b>September 2014 (Renew 2016)</b>
<b>Liverpool Safeguarding Children</b>	<b>Miss Angela Brough</b>	<b>September 2015</b>
<b>Liverpool Safeguarding Children</b>	<b>Mrs Freda Turner</b>	<b>Autumn Term 2015</b>
<b>Liverpool Safeguarding Children</b>	<b>Ms Kate McMahon</b>	<b>Summer Term 2015</b>
<b>Prevent training</b>	<b>Mrs Jackie Hilton</b>	<b>7<sup>th</sup> March 2016</b>
<b>Liverpool Safeguarding Children Safeguarding Briefing</b>	<b>Mrs Jackie Hilton</b>	<b>21<sup>st</sup> Sept 2016</b>
<b>Liverpool Safeguarding</b>	<b>Mrs Freda Turner</b>	<b>21<sup>st</sup> Sept 2016</b>

<b>Children Safeguarding Briefing</b>		
<b>Federated Staff CP Update training: PREVENT Duty</b>	<b>All staff</b>	<b>10<sup>th</sup> October</b>
<b>Federation CP Update training</b>	<b>All staff</b>	<b>31<sup>st</sup> October</b>
<b>'Understanding Better Outcomes' training</b>	<b>Mrs Jackie Hilton</b>	<b>2<sup>nd</sup> November 2016</b>
<b>Child Sexual Exploitation training</b>	<b>Mrs Jackie Hilton</b>	<b>21<sup>st</sup> November 2016</b>
<b>Insight into Early Help</b>	<b>Mrs Jackie Hilton</b>	<b>23<sup>rd</sup> November 2016</b>

- Child protection records are kept securely and separately from the child's normal file.
- Google doc now sent to SLT & SMT with regular updates on children subject to CP, CIN, EHAT, TAC & FIT.
- The school attends and contributes to Child Protection Case Conferences and Child in Need Meetings, ensuring actions are completed in a timely manner.
- The school escalates its concerns with other agencies when a child's needs are not being met.
- All staff read part 1 of the DfE (2014) guidance Keeping Children Safe in Education

**All staff and volunteers should:**

- Contribute to ensuring students learn in a safe environment.
- Read part 1 of the DfE (2014) guidance Keeping Children Safe in Education
- Engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead
- Report any concerns without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Governors or Local Authority Designated Officer for Allegations against Staff (0151 233 3700).

- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the DCSF Guidance for Safer Working Practices for Adults Working with Children (2009)
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services (Liverpool Care Line 0151 233 3700)
- Early Help Hubs ([ehd.liverpool.gov.uk](http://ehd.liverpool.gov.uk)) 08000852022 Central 2336152 One Stop Shop, Picton Road.
- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse.

#### **9. Procedures for reporting Child Protection or Child Welfare Concerns:**

1. All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Head Teacher or any member of the School Leadership Team. This should be followed by a written account of the concerns completed on the school's Child Protection/Child Welfare Incident Form.
2. Consideration will need to be given to immediately protecting the child and contacting the police or other emergency services.
3. The Designated Safeguarding Lead will follow the LSCB and Local Authority Procedures by making a referral to Children's Services (Keeping Safe in Education reminds us that any adult can refer their concerns to Children's Services directly). This should be followed up with a written referral to Children's Services.
4. Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

#### **10. Additional Child Protection Guidance provided to all adults working with young people which will include:**

- Part 1 of Keeping Children Safe in Education (DfE 2014)
- The School's Code of Conduct for staff and volunteers
- DCSF Guidance for Safer Working Practices for Adults Working with Children (2009)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to Female Genital Mutilation, Forced Marriage, Child Sexual Exploitation, Neglect and e-safety
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures

## **11. E-safety, data protection and the use of digital photographic equipment**

The school's E-safety/ Acceptable User policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use. This includes a clear code of conduct for using new technologies which all stakeholders are asked to adhere to. Alongside this the school's data security policy and the policy related to the use of digital photographic equipment by staff, students and parents/carers identifies strategies to minimise risk. Schools should consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

## **12. Monitoring attendance**

A child missing from an education setting is a potential indicator of abuse or neglect. Local Authority guidance procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. It is important to monitor the welfare of those children with attendance concerns, particularly those with chronic poor attendance or persistent absentees. Schools should also scrutinise the attendance of off-site provision. Similarly the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a CP Plan, a Child In Need, are CLA and/or SEN should be monitored on a weekly basis. Social care should be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team, including the EWO, school nurse and Safer Schools Officer, are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and best practice would be for an appropriate professional to visit the home and speak to the child away from their parents/carers, particularly if there are any safeguarding concerns.

## **13. Complaints**

Complaints about safeguarding should follow the school's complaints policy. The school and Local Authority also have whistle blowing procedures.

## **14. The Prevent Duty**

From 1 July 2015 all schools<sup>1</sup>, registered early years childcare providers<sup>2</sup> and registered later years childcare providers<sup>3</sup> (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers. This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation<sup>4</sup> and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

## **Risk assessment**

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, Working together to safeguard children and Keeping children safe in education.

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. 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. Detailed guidance on Channel is available.

An online general awareness training module on Channel is available. The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

### **Working in partnership**

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

### **Staff training**

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators. We are working to build capacity within the system to deliver training.

Individual schools and childcare providers are best placed to assess their training needs in the light of their assessment of the risk. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. We recognise that it can be more difficult for many childcare providers, such as childminders, to attend training and we are considering other ways in which they can increase their awareness and be able to demonstrate that. This advice is one way of raising childcare providers' awareness.

### **IT policies**

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school's ICT curriculum and can also be embedded in PSHE and SRE. General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website.

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

#### Building children's resilience to radicalisation

As explained above, schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Advice on promoting fundamental British values in schools is available.

Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. A number of resources are available to support schools in this work. These include products aimed at giving teachers the confidence to manage debates about contentious issues and to help them develop their pupils' critical thinking skills. Local authorities and the local police may be able to advise on the resources which are available. In some cases these resources may be charged for, particularly where they are delivered by external facilitators. As with any other resources for use in the classroom, schools should satisfy themselves that they are suitable for pupils (for example in terms of their age appropriateness) and that staff have the knowledge and confidence to use the resources effectively.

For childcare providers our strategic partner, 4Children, have published the following good practice examples demonstrating what promoting fundamental British Values means in the early years.

### **15. Operation Encompass**

The new definition of domestic violence and abuse now states: Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- Sexual
- Financial
- Emotional

In conjunction with Merseyside Police, the Federated Schools of St Cuthbert & St Sebastian are involved in the initiative called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, heard or witness a domestic abuse incident. Following such an incident, children will often arrive at school distressed, upset, worried and unprepared. Operation Encompass aims to ensure that appropriate school staff called 'Key Adults' are made aware early enough to support children and young people in a way that means they feel safe and included.

Within the Federation of St Cuthbert & St Sebastian the 'Key Adults' are:

**Mrs Jackie Hilton** Lead Child Protection Officer (Federation)/ Lead Practitioner &

**Miss Angela Brough** Assistant Headteacher/ Child Protection (St Cuthbert's)

**Mrs Freda Turner** Child Protection Officer across Federation.

This is a valuable initiative which supports us in providing help to children and families within the Federation when they need it most. You can find out more by visiting [www.operationencompass.org](http://www.operationencompass.org) or by contacting one of our Key Adults.