

**Named personnel with designated responsibility for Safeguarding:**

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2017-18	Danielle Largue Stephen Tait Katy McEwan	Emma Patterson John Foster	Michael Donnelly	Fr M Conaty

**Introduction**

St Mary's Catholic School's safeguarding policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that Safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child's wellbeing.

Our School is committed to Safeguarding and Promoting the Welfare of all of its students. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.

It is in line with HM Government's guide to inter-agency working to safeguard and promote the welfare of children, **"Working Together to Safeguard Children" (March 2015)** and the DfE's statutory guidance for schools and colleges **"Keeping Children Safe in Education" (September 2016)**, both of which are available to all staff on the T Drive in the Safeguarding folder.

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

'Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting;
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'.

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

**Definition of Safeguarding**

Safeguarding and promoting the welfare of the child 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.
  - students' health and safety

- the use of reasonable force
- meeting the needs of students with medical conditions
- providing first aid
- educational visits
- intimate care
- internet or e-safety
- appropriate arrangements to ensure school security

Safeguarding can involve a range of potential issues such as:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

## **Providing a safe and supportive environment**

### **1. Safer Recruitment and Selection**

St Mary's Catholic School pays full regard to current Department for Education (DfE) guidance, **'Keeping Children Safe in Education' September 2016**. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

In line with statutory changes, underpinned by regulations, the following will apply:

### **Roles and Responsibilities**

**Governing Bodies:** The governing body should ensure that the school operates safe recruitment practices and procedures and that all appropriate checks are carried out on staff and, where required, volunteers.

**Head Teacher:** The Headteacher is responsible for:

- ensuring that all new appointments to the schools workforce are DBS checked and are not barred from working with children;
- ensuring that identity checks are carried out on all appointments to the school workforce;
- ensuring the school keeps a single central record detailing the range of checks carried out on their staff;
- ensuring that appointments recruited from overseas or those who have lived and worked outside the UK have a DBS disclosure and further checks as appropriate if the DBS disclosure is not sufficient for the purpose of assessing their suitability for the post;
- ensuring that employment history is fully explored, any gaps explained and at least 2 references taken up
- ensuring that all supply staff have undergone the necessary checks to assess their suitability for the post including seeking appropriate verification from any agency that the necessary checks have been undertaken;
- deciding whether a member of staff can start work pending receipt of a DBS disclosure by undertaking an appropriate assessment of the risk and putting additional safeguarding measures in place if necessary; and
- deciding whether the portability policy can apply regarding the DBS check;
- our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;

- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA.

The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work within our school.

For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will be engaging in regulated activity. A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work our school at times when children are on school premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor);

In school a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which St Mary's Catholic School will have regard to when considering which checks should be undertaken on volunteers.

## **2. Safe Practice**

Our school will comply with the current Safe Practice guidance.

Safe working practice ensures that students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **3. Safeguarding Information for students**

All students in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a Designated Person with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

We will raise pupil's awareness through Pastoral Programme, support from staff and helpful information around school.

## **4. Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with staff in school. Our policy is on the website for parents to view. Parents are made aware that they can view a hard copy of this policy on request.

## **5. Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Newcastle Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

## **6. School Training and Staff Induction**

The school's senior member(s) of staff with designated responsibility for child protection will undertake basic child protection training and training for Designated Staff which will be refreshed at 2 yearly intervals.

The Headteacher and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by annual refresher training.

All staff (including temporary staff and volunteers) are provided with the school's Safeguarding Policy and informed of school's child protection arrangements on induction.

## **7. Support, Advice and Guidance for Staff**

Staff will be supported by the senior leadership team, LA and professional associations.

The designated person for Safeguarding/Child Protection will be supported by John Foster, Headteacher.

## **8. Related School Policies**

Safeguarding covers more than the contribution made to child protection in relation to individual children. It is not just about protecting children from deliberate harm, it also relates to other aspects of school life. A number of related school policies are linked to St Mary's Safeguarding Policy:

- Anti-Bullying Policy
- Appropriate Physical Contact or Intervention Policy
- Behaviour Policy
- Complaints Policy
- Drugs Policy
- Equality and Diversity Policy
- E-safety Policy
- Health and Safety Policy
- Intimate Care Policy
- Looked After Children Policy
- Managing Allegations Policy
- Managing Medication Policy
- Missing Children Policy
- Race Equality Policy
- Safer recruitment Policy
- Self-harm Policy
- SEN and Disability Policy
- Sex and Relationship Education Policy
- Whistleblowing Policy

## **Confidentiality**

The school has regard to 'Information Sharing: Practitioner's guide' HM Government, 2006: [www.ecm.gov.uk/delivering/services/informationsharing](http://www.ecm.gov.uk/delivering/services/informationsharing).

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration."

The School should have a clear and explicit confidentiality policy.

The school policy should indicate:

- When information must be shared with police and Social Care where the child/young person is/ may be at risk of significant harm
- When the pupil's and/or parent's confidentiality must not be breached
- That information is shared on a need to know basis

## **9. Pupil Information**

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on a Child Protection Plan or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

## **10. Roles and Responsibilities**

### ***Our Governing Body will ensure that:***

- That our school complies with its duties under legislation. With regard to *Keeping Children Safe in Education 2016* guidance they will ensure that the policies, procedures and training in St Mary's Catholic School are effective and comply with the law at all times.
- That our school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- That the school's safeguarding arrangements take into account the procedures and practice of Newcastle Local Authority as part of the inter-agency safeguarding procedures set up by the Newcastle Safeguarding Children Board.
- A chair of governors will liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- There is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly via the school website.
- The Headteacher will ensure that the policies and procedures adopted by governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Appoint members of staff of the school's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- Will consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).
- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training.

### **Our Designated staff will ensure that:**

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;

- will liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2015*.
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

The broad areas of responsibility for the designated safeguarding lead are:

### **Referrals**

- Refer all cases of suspected abuse to the local authority children's social care and:
- The LA 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 headteacher 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 policies are known and used appropriately:
- Ensure the school 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 and Safeguarding services to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where 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

### **All staff and volunteers will:**

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

## **11. School procedures (See Appendix A)**

## Identifying children and young people who may be suffering significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

### Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

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

**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.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**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 insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- 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 to Safeguard Children 2015)*

All staff follows the schools procedures which are consistent with 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education 2016'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of students will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

**Staff must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

**Responding to Disclosure**

Disclosures or information may be received from students, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person.

**Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgments regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- complete a cause for concern form (Appendix B)

**Action by the Designated Senior Person (or other senior person in their absence)**

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection *Plan*
- discussing the matter with other agencies involved with the family



- consulting with appropriate persons e.g. Safeguarding Adviser and/or Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately  
**OR**
- not to make a referral at this stage
- talk with parents/young person
- seek advice from professionals working with the family
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be followed up in writing within 24 hours using a standard referral form.

### **Action following a child protection referral**

The designated senior person or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences
- where possible, share all reports with parents prior to meetings
- where a child on the child subject to a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

### **Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the headteacher and designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Local authority. Original copies will be retained until the child's 25<sup>th</sup> birthday.

### **Supporting the Child and Partnership with Parents**

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

## Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child or
- Has behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

We will apply the same principles as in the rest of this document and we will always follow the Newcastle Safeguarding Children Board procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

### Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher'
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headteacher will consult with the Safeguarding Advisor and/or Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of students, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.

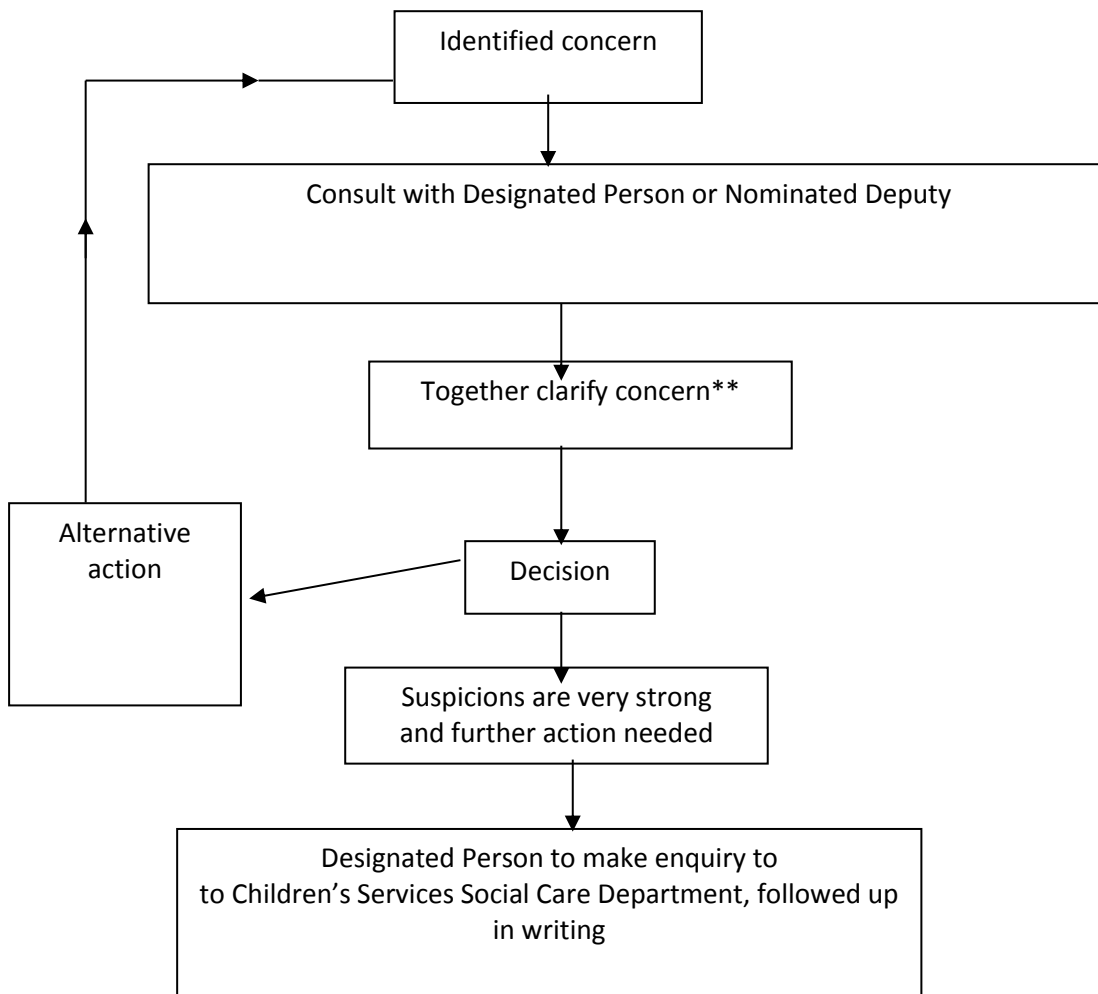
This policy has been informed by the following:

- Keeping Children Safe in Education DfE 2016
- Education Act 2002 Section 175
- Newcastle LA procedures for dealing with allegations/complaints against staff
- Framework for the Assessment of Children and Families
- Children Act 1989
- Working together to safeguard children DfE (2015)
- Newcastle Safeguarding Children Board procedures
- Circular 0027/04 Safeguarding and promoting the welfare of children
- Inquiries (national/local) informing and improving practices
- United Nations Charter for the Child
- Data Protection Act
- Sexual Offences Act 2003
- Protection of Children Act 2000
- Freedom of Information Act
- Report of the Bichard Enquiry 2004

Policy review date	By whom	Approved (insert date)
October 2013	Governors' Management Committee	01/10/13
December 2015	FGB- Academy Directors	10/12/15
April 2016 (updated)	Governors' sub committee	28/04/16

### Appendix A – Suspect child at risk action to take

Channels of communication should be quick and clear:



Any member of staff who is unhappy with the joint decision made with the Designated Person can consult with the Headteacher/Chair of governors or seek advice from key staff within the Local Authority.

The Counter Terrorism and Security Act 2015 places a duty on schools to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework.

**Schools Leaders must:**

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively

**Other duties on schools include:**

- Effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials

School buildings must not be used to give a platform to extremists

**Understanding and recognising risks and vulnerabilities of radicalisation**

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means.

These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **Significant Harm**.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language:
- Possession of violent extremist literature:
- Behavioural changes;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

**Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

## Prevent

From July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 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 statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools 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. Schools and colleges 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 colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent 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. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. 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.
- Schools must 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. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

## Channel

School staff 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.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to ‘Keeping Children Safe in Education 2015’ are listed in the CTSA as partners required to cooperate with local Channel panels.