



Hilton Primary Academy



National Support School
designated by
National College for
Teaching & Leadership

Safeguarding and Child Protection Policy 2015-2016

School: Hilton Primary Academy

Principal: Mrs S M Davison

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Person	Deputy Designated Person	Nominated Governor	Chair of Governors
2015-2016	Mrs S M Davison	Mr S R Ward	Mr M Dunn	Mr M Dunn

Policy review dates

Review Date	Changes made	By whom	Date Shared
September 2015			

CONTENTS

Introduction

Definition of Safeguarding

Providing a Safe and Supportive Environment

1. School procedures

- Definitions
- Staff will immediately report
- Responding to Disclosure
- Action by Designated Person
- Action following a Child Protection referral
- Recording and Monitoring
- Supporting the Child and Partnership with Parents

2. Safer Recruitment and Selection

3. Safe Practice

4. Safeguarding Information for Pupils

5. Partnership with Parents

6. Partnership with Others

7. School Training and Staff Induction

8. Support, Advice and Guidance for Staff

9. Related School Policies

10. Pupil Information

11. Roles and Responsibilities:

Governing Body

Headteacher

Designated Person

All Staff and Volunteers

Appendix A – School procedures

Appendix B – Cause for concern form

Appendix C – Children Missing Education

Appendix D – Child Sexual Exploitation

Appendix E – Female Genital Mutilation

Appendix F – Preventing Radicalisation

INTRODUCTION

Hilton Primary Academy whole school 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 pupils. 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 pupils.

It is in line with the Newcastle Safeguarding Children Board Procedures, "Working Together to Safeguard Children" (2015) and 'What to do if you are worried a child is being abused' (2015)

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, and
- 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;
- taking action to enable all children to have the best outcomes.
 - pupils' health and safety
 - the use of reasonable force
 - meeting the needs of pupils with medical conditions
 - providing first aid
 - educational visits
 - intimate care
 - internet or e-safety
 - appropriate arrangements to ensure school security

Specific safeguarding issues

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

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, pupils, 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 18th 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 school's procedures which are consistent with 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education 2015'.

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 pupils 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 pupils, 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. All of our 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

Action by the Designated 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 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 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 head teacher 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 25th 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 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 head teacher and make a record
- In the event that an allegation is made against the Head Teacher the matter will be reported to the Chair of Governors who will proceed as the ‘Head Teacher’
- The Head Teacher 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 Head Teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Head Teacher 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 pupils, parents and staff
- The Head Teacher will inform the Chair of Governors of any allegation.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

2. Safer Recruitment and Selection

Hilton Primary Academy pays full regard to current Department for Education (DFE) guidance, 'Keeping children safe in education July 2015'. 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 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 Head Teacher is responsible for:

- ensuring that all new appointments to the school's 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);

Under Section 75 of the 'Childcare Act 2006' individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified "by association" if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings.

Staff should sign a self-declaration form to confirm that they are not "disqualified by association". A record of self-declaration should be kept on the school's Single Central Record. (See the Safer Recruitment Policy where this is set out in greater detail)

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 Hilton Primary Academy will have regard to when considering which checks should be undertaken on volunteers.

3. Safe Practice

All school Staff and volunteers are expected to abide by the relevant Code of Conduct. They will be reminded of the need to maintain appropriate professional boundaries in their dealings with students and should clearly understand the need to maintain such boundaries. They will be provided with guidance as to the behaviours expected of them and which, if followed, should help prevent them becoming vulnerable to allegations of abuse.

Safe working practice ensures that pupils 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;
- aware of their professional responsibilities when using social media
- 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.

4. Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Person with responsibility for child protection and know who this is. We inform pupils 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.

At Hilton Primary Academy we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

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

5. 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 (see Action by Designated Person)

We encourage parents to discuss any concerns they may have with *staff in school*
We make parents aware of our policy via our website, prospectus and newsletters and parents are made aware that they can view this policy on request.

6. 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 for agencies to share information to ensure the safeguarding of all children.

7. School Training and Staff Induction

The school's senior member(s) of staff with designated responsibility for child protection are Mrs S M Davison and Mr S R Ward. They will undertake basic child protection training and training for Designated Staff which will be refreshed at 2 yearly intervals.

The Head Teacher 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 child protection policy and informed of school's child protection arrangements on induction.

8. 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 the Chair of Governors.

9. 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 relates to aspects of school life including:

Related safeguarding portfolio policies

- Physical intervention and the use of reasonable force
- Personal and intimate care
- Complaints procedure
- Anti-bullying
- Appropriate physical contact
- Whistleblowing
- SEN
- Behaviour
- Missing children
- E safety
- Safer recruitment
- Managing allegations
- Grievance and disciplinary

Confidentiality

School has regard to HM 'Information Sharing guidance 2015'.

The school will have regard to the above guidance and is aware:

- 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

10. 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

11. Roles and Responsibilities

Our Governing Body will ensure that our school will comply with their safeguarding duties under legislation. With regard to 'Keeping Children Safe in Education 2015' guidance they will ensure that the policies, procedures and training in Hilton Primary Academy are effective and comply with the law at all times. They must ensure that the policies, procedures and training in their schools and colleges are effective and comply with the law at all times.

The responsibilities placed on governing bodies and proprietors include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy and appointing a Designated Person who should undergo child protection training every two years
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- making sure that children are taught about how to keep themselves safe.

Governing bodies and proprietors should prevent people who pose a risk of harm from working with children by:

- adhering to statutory responsibilities to check staff who work with children
- taking proportionate decisions on whether to ask for checks beyond that which is required
- ensuring that volunteers are appropriately supervised
- making sure that at least one person on any appointment panel has undertaken safer recruitment training

- ensuring there are procedures in place to handle allegations against members of staff and volunteers
- making sure that there are procedures in place to handle allegations against other children
- putting in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions.

Governing bodies and proprietors must ensure that allegations against members of staff and volunteers are referred to the Local Authority Designated Officer (LADO). There must be procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence. For example, it is a criminal offence for an employer: to take on an individual in a DBS regulated activity (such as schools or childcare) who has been barred from such an activity; or to fail to make a referral to DBS in the circumstances described above.

Governing bodies must appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

- 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 Head Teacher.
- 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 website.
- The Head Teacher will ensure that the policies and procedures adopted by the 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;
- they 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 Social Care immediately. Anybody can make a referral.

Managing referrals

The broad areas of responsibility for the Designated Person are:

- Refer all cases of suspected abuse to the local authority Children's Social Care and:
- The designated officer(s) 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 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 Person 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 Person 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 in managing concerns
- 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

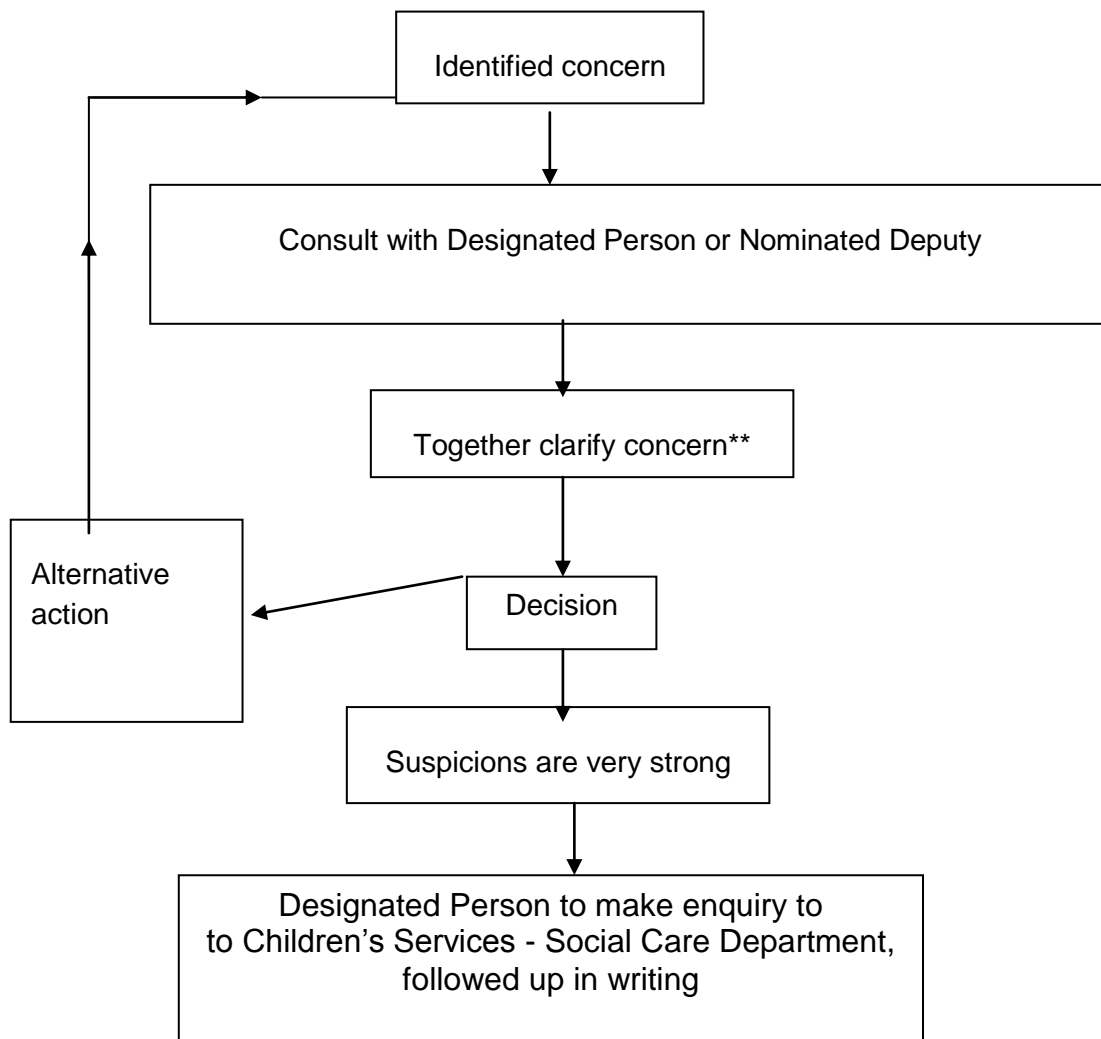
All staff and volunteers will:

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

Appendix A – Suspect child at risk action to take

Hilton Primary Academy

Channels of communication should be quick and clear:



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

Appendix B – Cause for concern form

All concerns at Hilton Primary Academy are logged on our on-line CPOMS system (Child Protection Online Management System) and designated personnel alerted once concern is submitted.

Appendix C - Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify

Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006 9
Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006 children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

Appendix D - Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix E - Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs

- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police.

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

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's Designated Person and involve children's social care as appropriate.

APPENDIX F – PREVENTING RADICALISATION

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 co-operate with local Channel panels.