



# **Carmel Education Trust Safeguarding Children / Child Protection Policy**

**Version 4 to reflect revised Statutory Guidance  
issued September 2016**

Please refer to school specific policy folder for the bespoke policy for each school

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Policy Category:

## Carmel Education Trust Safeguarding Children / Child Protection Policy

In all cases of actual or suspected abuse the Designated Safeguarding Lead must be informed and the relevant Local Authority Child Protection Procedures followed – these are online procedures, which are regularly updated. Key staff should upload the relevant website to their desktop for instant access.

Darlington:

<http://www.online-procedures.co.uk/darlington/>

Stockton:

<http://www.teescpp.org.uk/>

<p>The Designated Safeguarding Lead (the Designated Person in school for Child Protection) is:</p> <p>Name: _____</p>
<p>In his / her absence the Designated Safeguarding Lead is:</p> <p>Name: _____</p>
<p>The MAT Director for Child Protection is:</p> <p>Name: Jim Cunningham</p>
<p>The Local Governing Body Governor for Child Protection is:</p> <p>Name: _____</p>
<p>The Designated Person for Looked After Children in the School is:</p> <p>Name: _____</p>
<p>[Note – where there is a separate Early Years provision the designated person for this should be clearly identified]</p>

<p>Signed:</p> <p>Headteacher/ Head of School</p> <p>Date:</p>	<p>Signed:</p> <p>MAT Director:</p> <p>Date:</p>
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## Statement of Intent

The Trust is committed to providing the highest standard of education for all students based on equality of access and opportunity. The Trust and this Academy subscribes to the 5 outcomes of Every Child Matters and, therefore the aim for every child, whatever their background or their circumstances, to receive the support they require in order to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Every human being has a value and dignity which we acknowledge as coming directly from God's creation of male and female in his own image and likeness. This implies a duty to value all people and therefore to support them and protect them from harm.

Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined by Working Together to Safeguard Children, July 2015 as:

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

The Trust fully recognises the responsibilities and the duty placed upon it to have arrangements to safeguard and promote the welfare of all students at the School.

## Related Policy Areas

This policy is part of a coherent to approach to safeguarding children and young people in our schools and a number of other policies are either in existence or under development that support its' implementation including:

- Physical Restraint
- Anti-harassment & Bullying
- Health & Safety
- Photography, Video, Internet Usage
- E Safety
- Off-site Educational Visits
- Supporting Children with Medical Conditions
- First Aid
- Whistleblowing
- Complaints
- Hire of Facilities and Lettings
- Sex & Relationships Education
- Drugs Education
- Behaviour Policy

- Code of Conduct for Employees
- Safe Recruitment and Selection Policy
- Attendance Policy
- Political Indoctrination Policy

## Organisation

### Key Principles

The Carmel Education Trust believes that all children and young people:

- Have the right to be protected from harm and / or abuse
- Have the opportunity to develop fully
- Have their basic needs met.

### Statement of Intent

The Trust recognises that abuse occurs to children of all ages, both sexes, different races and cultures, and occurs in all social classes.

The Trust recognises that because of their day-to-day contact with students, staff are extremely well placed to observe outward signs of abuse.

This policy applies to all staff, Directors, members of Local Governing Bodies and other agencies or volunteers working in schools.

### Framework

Key documents, which inform this policy, are:

- [Working Together to Safeguard Children - March 2015](#)
- [Keeping Children Safe in Education - September 2016](#)
- [What to do if you are Worried a Child is Being Abused - March 2015](#)
- [Counter Terrorism and Security Act 2015](#)
- [Framework for the Assessment of Children in Need and their Families – DoH \(2000\).](#)
- [The Education Act 2002 Sections 157/175](#)
- [Children Act 1989](#)
- [Children Act 2004](#)
- [Childcare Act 2006, Section 43](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [The procedures of the Darlington Local Safeguarding Children Board](#)
- [The procedures, protocols and guidance of the Stockton Local Safeguarding Children Board](#)
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### Objectives

This policy is based around three main objectives:

### Prevention

- Providing an environment in which students feel safe, secure, confident, valued and respected, and know how to approach adults if they are in difficulties.

- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensuring safe recruitment practice is implemented through effective Disclosing and Barring Service checks of all adults within schools who have access to children.

### Protection/Procedures

- Through the establishment of a systematic means of monitoring students, known or thought to be at risk of harm.
- Through the establishment of structured procedures which will be followed by all members of the school community in cases of suspected abuse.
- Through the development of effective working relationships with all other agencies, involved in safeguarding children.
- Taking account of the procedures set out by the Local Safeguarding Children Board.

### Support

- Ensuring that key concepts of child protection are integrated within the curriculum via PSHE, and that students are educated about risks associated with internet use and new technology.
- Ensuring that students are listened to and their concerns taken seriously and acted upon.
- Working with others to support students who may have been abused to access the curriculum and take a full part in school life.

### Roles and Responsibilities

The Trust takes seriously its statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within school to identify, assess, and support those children who are suffering harm. The Trust also acknowledges its responsibility under section 157 of the Education Act 2002 and the Independent Schools Standards (England) Regulations 2014 to safeguard children. Schools have in place policies and procedures that satisfy and comply with the guidance issued by the Secretary of State (Keeping Children Safe in Education – September 2016).

The Trust recognises that safeguarding extends to issues such as student health and safety, arrangements to meet the needs of children with medical conditions, providing first aid, Health & Safety, school security, education in drugs and substance misuse, the prevention of bullying, including cyber-bullying and e safety.

Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

## **Training and support**

Each school has a Designated Safeguarding Lead who has undertaken Level 3 Child Protection training which is regularly updated (at least every 2 years).

There is a senior member of staff or Deputy who is ready to act in the Designated Safeguarding Lead's absence, who has also received training which is regularly updated (at least every 2 years).

There is a nominated MAT Director responsible for safeguarding and child protection.

There is a nominated Local Governing Board Governor for child protection.

All members of staff and governors receive Level 1 training (at least every 3yrs) to develop their understanding of:

- types of abuse and neglect and their signs and indicators of abuse
- how to respond to a pupil who discloses abuse or neglect
- the procedures to be followed in sharing a concern of possible abuse / neglect or a disclosure of abuse or neglect including knowing how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care.
- how to identify children who may benefit from early help and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- what to do if a child is in immediate danger or is at risk of harm
- How to record all concerns, discussions and decisions made and the reasons for those decisions which should be in writing.

In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

New staff, supply staff and volunteers are advised of the School's safeguarding and child protection arrangements, and contact details of the Designated Safeguarding Lead, as part of their induction into the school.

Every member of staff, volunteer and member of a Local Management Board will know the name of the Designated Safeguarding Lead, their Deputies and their role.

## **Safer Recruitment & Selection**

Preventing unsuitable people from working with children and young people is essential to keeping children and young people safe. Rigorous selection and recruitment of staff and volunteers is therefore a key responsibility of the Board of Directors, Local Governing Bodies and Headteachers / Head of Schools. Safe staff recruitment ensures that the following areas are addressed:

- Recruitment advertisements include a child protection statement.
- At interview candidates are asked to account for any gaps in their employment history.
- DBS checks are carried out on all potential employees and volunteers where deemed appropriate.
- Pre-appointment checks are also carried out in accordance with Keeping Children Safe in Education (Part 3)
- References are taken up and verified.
- A central record of checks is maintained in each school and reviewed regularly by the Directors

## **Records**

The Trust recognises that well-kept records are essential to good child protection practice. Child protection records are kept separately from the main school file in a locked cabinet.

## **Extended schools and lettings**

Where services or activities are provided separately by another body using school premises, the School will seek written assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

## **Responsibilities of the Headteacher/Head of School**

The Headteacher/Head of School will:

- Ensure that the safeguarding policies and procedures are fully implemented and followed by all staff.
- Ensure that resources are allocated to enable the Designated Safeguarding Lead and other staff as required, to attend strategy discussion, inter-agency meetings, contribute to assessments etc.
- Ensure that appropriate members of staff have received training on the use of the Common Assessment Framework (a standardised early assessment), and that they are able to identify any additional needs that a student may have so that they may receive appropriate support at an early stage.
- Ensure that appropriate staff participate and liaise in multi-agency safeguarding arrangements and processes.
- Ensure that there is an identified senior manager to take on the above responsibilities in the absence of the Headteacher/Head of School.
- Be responsible for receiving allegations against staff and volunteers.
- Record details of all allegations against staff and volunteers and report them to the MAT.
- Be responsible for carrying out any actions agreed by the Trust and reporting on outcomes.

## **Responsibilities of the Designated Safeguarding Lead**

The designated safeguarding lead will be a senior member of staff appointed from the school or college senior leadership team and will take **lead responsibility** for safeguarding and child protection.

The school or college may appoint one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding and child protection remains with the designated safeguarding lead. This responsibility will not be delegated.

The designated safeguarding lead and any deputies should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.

The Designated Safeguarding Lead is responsible for:

### **Managing referrals**

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

### **Working with others**

- 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;
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Undertaking training**

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The designated safeguarding lead should undertake Prevent awareness training.



- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- 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;
- Are alert to the specific needs of children in need, those with special educational needs and young carers; Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raising Awareness**

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) 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; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child protection file**

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

### **Availability**

- During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In exceptional circumstances availability via phone and or Skype or other such mediums will be acceptable.

- The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The Designated Safeguarding Lead will act as the Prevent Duty Single Point of Contact (SPOC) and fulfil the role and responsibilities detailed at **Annex A**.

### **Responsibilities of Looked After Children Co-ordinator**

The Designated Teacher for Looked After Children will promote the educational achievement of children. They will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead (where they are different), will through the designated teacher for looked after children, have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

### **Responsibilities of the Child Protection Director and the Trust**

The Trust will:

- exercise overall responsibility for the health, safety and welfare of all staff, pupils and visitors to Trust premises and Trust activities

The Responsible Director will:

- be responsible for developing an in depth understanding of Trust safeguarding and child protection policies
- ensuring that policies and procedures are up to date
- champion child protection and safeguarding issues
- ensuring that Directors and members of Local Governing receive regular safeguarding and child protection training
- presenting an annual safeguarding report to the Board of Directors

### **Responsibilities of the Local Governing Body Governor for Child Protection**

Each Local Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children and young people.

The nominated governor will:

- work with staff to monitor the school's policy and practice regarding child protection, including checking that the single central record for staff is complete and up to date, and checking that all staff have received appropriate training in child protection.
- champion child protection and safeguarding issues
- draft the annual safeguarding report with the Designated Safeguarding Lead.

## **Responsibilities of the teaching, volunteer and non-teaching staff in the School**

The *Teacher Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The responsibilities of the teaching, volunteer and non-teaching staff are:

- Providing a safe environment in which children can learn
- Identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- Undertaking appropriate training in relation to safeguarding and promoting the welfare of children at least once every three years.
- Be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction.
- Dealing with all incidents in line with the safeguarding policy in line with the flowchart at **Annex B – Actions where there are a concern about a child.**

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed they should follow the Whistleblowing Policy

In all cases relating to child protection the Designated Safeguarding Lead will work with other staff who know and work with the child in question, in order to identify the most successful way of dealing with the child protection need. Relevant staff may, depending on the nature of the child protection issue, be asked to support social workers to take decisions about individual children including attendance at children's social service reviews and case conferences in relation to named children, although the Designated Safeguarding Lead will need to have accurate information and feedback in relation to these meetings. Decisions regarding child protection will ultimately rest with the Designated Safeguarding Lead.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

### **Dealing with Disclosures of Abuse**

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- stay calm and be available to listen
- listen with the utmost care to what the child is saying
- question normally without pressurising
- don't put words into the child's mouth but note the main points carefully
- keep a full record – date, time what the child did, said etc.
- reassure the child and let them know they were right to inform us
- inform the child that this information will now have to be passed on
- immediately inform the Designated Safeguarding Lead or when absent the Headteacher/Head of School

## Confidentiality and Information Sharing

The Trust recognises that all matters relating to child protection are confidential.

The Designated Safeguarding Lead will disclose personal information about a student to other members of staff on a need to know basis only.

All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or well-being, or that of another student. If a student confides in a member of staff and requests that the information is kept secret, the member of staff must tell the student sensitively that s/he has a responsibility to refer cases relating to alleged abuse to the appropriate agencies for the student's sake. Within this context, the student should be assured that the matter will only be discussed with people who need to know about it and that they will treat the matter confidentially.

In cases where abuse is suspected or alleged, teachers and other members of staff must share this concern immediately with the Designated Safeguarding Lead.

The School will always undertake to share any intention to refer a child to Children's Social Services with their parents / carers **unless to do so could put the child at greater risk of harm, or impede a criminal investigation.**

## Allegations against staff

All staff must take care not to place themselves in an inappropriate position with a student. Where possible, work with individual students should be conducted in the view of other adults. If staff members have concerns about another staff member then this should be referred to the Head of School / Headteacher.

All staff are referred to the Code of Conduct for Employees, with reference to conduct.

If a student makes an allegation against a member of staff, the member of staff receiving the allegation will immediately inform the Headteacher/Head of School or the most senior member of staff if the Headteacher is not present. Allegations will always involve a discussion with the Local Authority Designated Officer.

In all cases where the allegation or suspicion of child abuse involves the Designated Safeguarding Lead, other members of staff must share the concerns with the Headteacher/Head of School who will inform the Local Authority Designated Officer.

In all cases where the allegation or suspicion of child abuse involves the Headteacher/Head of School, other members of staff must share the concerns with the Chief Executive Officer of the Trust who will inform the Local Authority Designated Officer. If concerns are raised about the Chief Executive then the Chair of the Board of Directors must be informed who will inform the Local Authority Designated Officer.

The Trust will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the Trust and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

## **Allegations of abuse made against other Children**

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Examples of safeguarding issues against a student could include:

### **Physical Abuse**

- violence, particularly pre-planned
- forcing others to use drugs or alcohol or other substances
- hazing/group initiation

### **Emotional Abuse**

- blackmail or extortion
- threats and intimidation

### **Sexual Abuse**

- indecent exposure, sexual touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

### **Sexual Exploitation**

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL will contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

In some cases it may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

## **Monitoring and Record Keeping**

It is essential that accurate records be kept where there are concerns about the welfare of a child. These records should then be kept in secure, confidential files, which are separate from the child's education records. It is important to recognise that there is no authorisation or requirement to disclose to parents any written information relating to Child Protection.

Staff must be aware and report issues relating to:

- poor attendance and punctuality
- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about pupil on pupil abuse (including serious bullying)

When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

## **Supporting Vulnerable Children and Young People**

All children and young people require safeguarding but it is recognised that certain groups are particularly vulnerable to harm including:

- Children with Special Educational Needs
- Children with disabilities
- Children who substance misuse
- Young carers
- Looked After Children/Child Protection Plan
- Children who witness Domestic Abuse
- Children of substance misusing parents
- Children Missing from Education including Gypsy / Roma

The Trust recognises that children who are abused or witness abuse may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. Their school may be the only stable, secure and predictable element of the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. Some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The School will endeavour to support vulnerable students through:

- Delivering curriculum opportunities which may help them to understand personal circumstances and situations.
- Providing a positive ethos through which the student can be supported, feel secure and valued.
- The application of the behaviour and discipline policy, which is aimed at supporting vulnerable students. The School will ensure that the student knows that some behaviour is unacceptable but at the same time they are valued, and are not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the students for example Children's Social Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology.
- A commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so.
- Vigilantly monitoring children's welfare, keeping records and notifying pastoral staff and/or Children's Social Services as soon as there is a recurrence of a concern.

The School will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables students to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all students know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Provide opportunities across the curriculum, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## **Specific Safeguarding Issues**

### **Children Missing from Education (CME)**

A child going missing from education is a potential indicator of abuse or neglect. 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, forced marriage and child sexual exploitation. Staff will follow the school's procedures for unauthorised absence and 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.

The law requires all our schools to have an admission register and an attendance register. Pupils must be placed on both registers. Pupils must be placed on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school will notify the local authority at the earliest opportunity to prevent the child from going missing from education.

Our registers will be kept up to date and parents will be encouraged to of any changes whenever they occur. In accordance with the Trust Attendance Policy schools will regularly monitor attendance to identify patterns of absence and vulnerable pupils. Schools must inform the local authority of any pupil who fails to attend school regularly, or has for a

continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies the school that a pupil will live at another address, the school will record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school will record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The school will notify the local authority **within five days** when a pupil's name is added to the admission register. The school will provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

The school will notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f) (iii) or (h) (iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the [Children Missing Education Guidance](#)

If the school notifies the local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil
- the full name and address of any parent with whom the pupil lives
- at least one telephone number of the parent with whom the pupil lives
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.



When making a return the school will highlight to the local authority where they have been unable to obtain the necessary information from the parent and highlight any contextual information of a vulnerable child missing education, such as a safeguarding concern.

The school will use the DfE school2school secure internet system to transfer pupil information to another school when a child moves. The school will send a Common Transfer File (CTF) to the new school when a pupils ceases to be registered with them and becomes a registered pupil at another school in England or Wales. The school will use the 'Lost Pupil Database to upload the CTF of a pupil who has left but their destination or next school is unknown or if they have moved abroad or moved to a non-maintained school.

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

### **Honour Based Violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Indicators**

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

## **FGM Mandatory Reporting Duty**

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. 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** 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. Information on when and how to make a report can be found at-

[Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally 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 also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

## **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmufco.gov.uk](mailto:fmufco.gov.uk).

**Note:** A forced marriage must not be confused with an arranged marriage where both parties agree to the union.

## **Tackling Extremism and Radicalisation: The Prevent Duty**

Section 26 of the Counter Terrorism and Security Act 2015 requires that our schools ‘must have due regard to the need to prevent people from being drawn into terrorism’. This known as the Prevent Duty. Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). 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. Paragraphs 57-76 of the [Revised Prevent Duty guidance for England and Wales](#) are specifically concerned with schools.

Protecting children from the risk of radicalisation will 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. Extremism is defined by Government in its Prevent Strategy as 'vocal or active opposition to fundamental British values, including democracy, the rule of Law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition of extremism are calls for the death of members of our armed forces.

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. **Annex C** describes the indicators of vulnerability to radicalisation.

As with 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. 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. Channel Guidance is available at: [Channel Guidance](#) An E-learning Channel awareness programme for staff is available at: [Channel General Awareness](#). An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism. Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share and therefore to tackle the growth of extremist views. Our schools will support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making.

As a Trust we will facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. We recognise our duty to promote community cohesion and we will provide pupils the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision-making about important and real issues. To promote cohesion we will:

- create explicit value statements that are inclusive of all students
- review the curriculum of each school
- review PHSE and pupil participation processes

- developing critical personal thinking skills and using curriculum opportunities including small group work
- implement social and emotional aspects of learning
- explore and promote diversity and shared values between and within communities
- challenge prejudice in any form and the expressions of any views that seek to 'label' or denigrate another culture, country or religion
- support those at risk of being isolated
- build ties with local communities, seeking opportunities for linking with other schools within and beyond the Trust
- use Behaviour and anti-bullying strategies to minimise hate and prejudice based bullying
- use restorative approaches to repair harm caused where appropriate

We will develop a curriculum and pedagogy within our schools that:

- promotes knowledge, skills and understanding to build the resilience of learners;
- actively promotes British values including furthering tolerance and harmony between different cultural traditions and encouraging respect for democracy
- explores controversial issues;
- recognises local needs;
- challenges extremist narratives;
- promotes universal rights;
- promotes critical analysis; and
- promotes prosocial values.

We will:

- assess the risk of children being drawn into terrorism including support for extremist ideas that are part of terrorist ideology. The Designated Safeguarding Lead acting in their capacity as the Prevent Single Point of Contact will assess on an annual basis the level of risk within the school and put actions in place to reduce any identified risks - **Annex D** (worked example)
- provide Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas
- work in partnership with other local organisations
- ensure that children are safe from terrorist and extremist material when accessing the internet in school and teaching pupils the importance of online safety

The Department for Education has 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. The Government has launched Educate Against Hate website, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Further detail on specific safeguarding issues is attached at **Annex E**.

## Parental Involvement

It is important that all parents/carers understand the responsibilities placed on the School and staff for child protection, and in particular the need to:

- Safeguard and promote the welfare of children.
- Share information and work in partnership with other agencies when there are concerns about a child's welfare.

Each schools sets out their obligations for child protection on their web pages. Information will be provided so that students and parents / carers will be made aware of how the child protection system works and with whom they can discuss any concerns. Information will also be made available about local and national telephone help-lines including the relevant local authority Duty Team.

In general the School will seek to discuss any concerns about a student's welfare with the family and, where possible, seek their agreement to making referral to Children's Social Services. **However this will only be done where it will not place a student at increased risk of significant harm.**

## Monitoring, Evaluation and Review

The Trust will review this policy on an annual basis or in light of any changes in legislation and/or guidance. Each school will ensure that their practice is in line with this policy by completing the Safeguarding Children in Education Checklist for Directors and Governors annually. The checklist can be downloaded from the Carmel Education Trust Policies area on Sharepoint.

## Safeguarding Contacts

There are many people who may be able to help, including:

### **Stockton**

#### **During office hours:**

#### **The Children's Hub, Hartlepool and Stockton-on-Tees**

First Contact Stockton and Hartlepool have come together in one team hosted by Hartlepool.

**Telephone:** 01429 284284

**Email:** [childrenshub@hartlepool.gcsx.gov.uk](mailto:childrenshub@hartlepool.gcsx.gov.uk)

#### **Out of hours:**

Emergency Duty Team: Tel: 08702 402994

#### **In an emergency contact the Police on:**

Tel: 999

#### **Stockton Local Safeguarding Children Board**

**Address:** SLSCB Business Unit, Municipal Buildings, Church Road, Stockton-on-Tees, TS18 1LD

**Telephone:** 01642 527632 / 01642 527636

**Email:** [slscb@stockton.gov.uk](mailto:slscb@stockton.gov.uk)

## Other useful contacts

### **Darlington Multi-Agency Safeguarding Hub**

If you have a concern regarding a child or young person, please contact the Children's Access Point:

01325 406222 or email: [childrensaccesspoint@darlington.gcsx.gov.uk](mailto:childrensaccesspoint@darlington.gcsx.gov.uk)

Safeguarding Children Telephone: 01325 742020

Referral forms are available from:

<http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/>

### **Out of hours:**

Emergency Duty Team: Tel: 08702 402994

### **In an emergency:**

Dial 999 and report the incident to the relevant services (police, fire and rescue or ambulance)

### **Darlington Local Safeguarding Children Board**

The Business Unit staff are based at North Lodge, Gladstone Street, Darlington, DL3 6JX

- Darlington's Designated Officer at the Local Authority is Amanda Hugill

Telephone: 01325 388888 - 406450

Email: Heidi.Gibson@darlington.gov.uk

Safeguarding Children's Officer: Joanna Conway

Email: Joanna.Conway@darlington.gov.uk

Telephone: 01325 406222

### **Diocesan Safeguarding Team**

Telephone **0191 243 3305** Monday to Friday 8.30 am to 4.30 pm

Email [safeguarding@diocesehn.org.uk](mailto:safeguarding@diocesehn.org.uk)

**Paul Young** - Diocesan Safeguarding Coordinator

**Julia Freer** - Safeguarding Administrator

**Maria Robson** - Safeguarding Administrative Assistant

### **Catholic Safeguarding Advisory Service (CSAS)**

Telephone: 0121 237 3740

[www.csas.uk.net](http://www.csas.uk.net)

**NSPCC** Telephone: 0808 800 5000

[www.nspcc.org.uk](http://www.nspcc.org.uk)

**Child Line** Telephone: 0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

**Stop it Now Helpline** Telephone: 0808 1000 900

[www.stopitnow.org.uk](http://www.stopitnow.org.uk)

### **National Domestic Violence Helpline**

Telephone: 0808 2000 247

[www.womensaid.org.uk](http://www.womensaid.org.uk)

<http://www.cedar.uk.net/>

**Family Action** Telephone: 020 7254 6251

<http://www.family-action.org.uk>

**Due Diligence and Counter Extremism Group (DDCEG)** Helpline - (020 7340 7264). For school staff and governors to raise concerns relating to extremism directly and in confidence.

### **Darlington Durham Prevent Officer**

Sgt Jayne Freeman

[Jayne.freeman@durham.pnn.police.uk](mailto:Jayne.freeman@durham.pnn.police.uk)

DC Steve Holden

[Steven.holden@durham.pnn.police.uk](mailto:Steven.holden@durham.pnn.police.uk)

Direct dial 0191 375 2905

Prevent Team (office hours) 0191 375 2234

### **Cleveland Police - Counter Terrorism**

Communities and Partnerships Team

Email: [mailto:communities&partnerships@cleveland.pnn.police.uk](mailto:mailto:communities&partnerships@cleveland.pnn.police.uk)

To report illegal information, picture or videos found on the internet [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism). Anti-terrorist hotline: 0800 789321



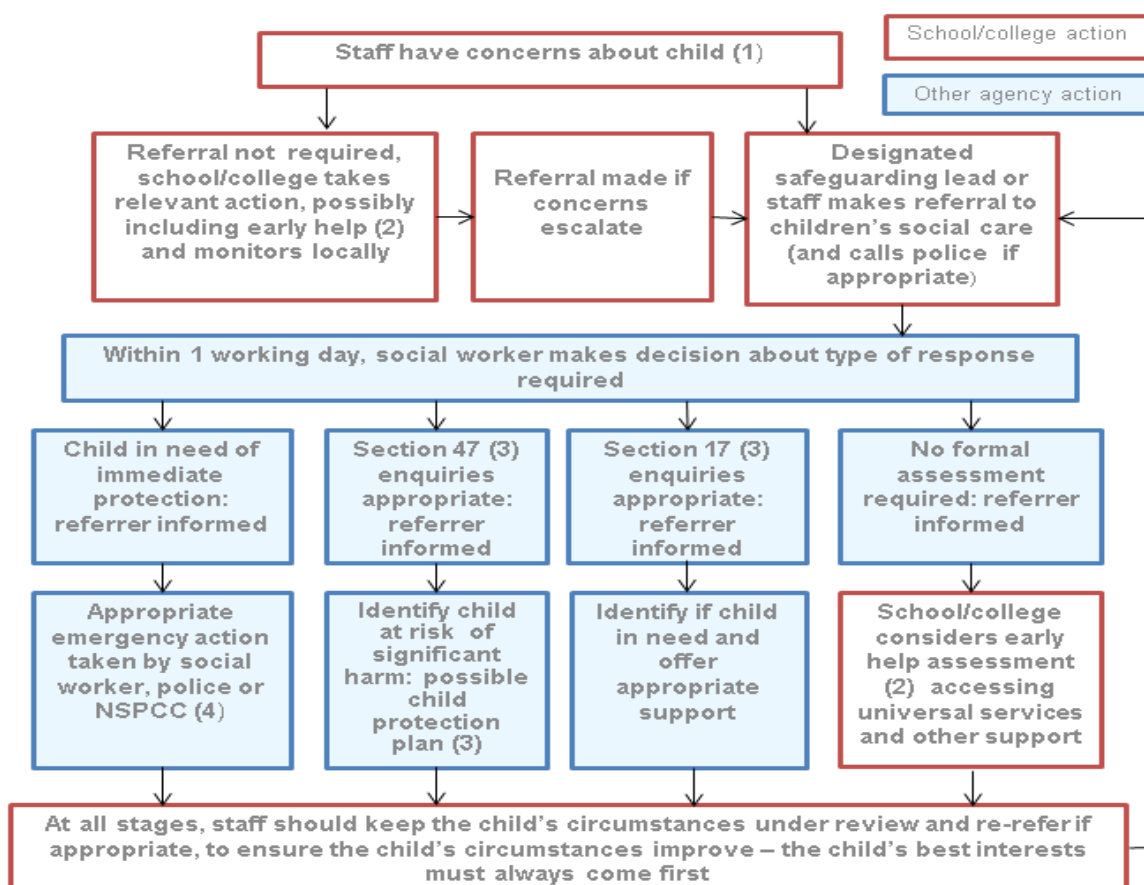
**ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's curriculum to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel process;
- attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel; and
- Sharing any relevant additional information in a timely manner.

## ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. 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.** \*

### Actions where there are concerns about a child



In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.

4. This could include applying for an Emergency Protection Order (EPO).

## INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:

**Identity Crisis** – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

**Personal Crisis** – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

**Personal Circumstances** – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

**Unmet Aspirations** – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

**Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

**Individual Needs** – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

7. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**Prevent Duty Risk Assessment / Action Plan**

<b>School Name:</b>	
<b>Name of assessor(s):</b>	
<b>Date of assessment:</b>	
<b>To be reviewed on:</b>	

- **Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which is underpinned by the Counter- Terrorism and Security Act 2015**
- **Section 26 of the Act places a duty on specified authorities to have “due regard to the need to prevent people from being drawn into terrorism”.**

<b>Darlington/ Durham Risk Level</b>	Low	Information received through Counter Terrorism Local Position via DBC
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Risk Area	Risk	Actions required	Existing measures in place	Proposed Actions	Completion Date	Who	Evidence	Self-Assessed Rating
<b>Welfare and safeguarding</b>	Leadership  SMT, Governor, school Staff do not demonstrate awareness and understanding of the risk of radicalisation in their area, institution or body.	Head Teacher, Governors and SMT to understand Prevent, its objectives and the expectations of the Prevent duty.	DLS attended Prevent briefing and WRAP Training session	LSCB Guidance circulated  Prevent Duty - Indicators of Vulnerability to Radicalisation - Preventing Radicalisation and Involvement in Extremism  Headteacher/ Principal and Senior Leadership Team have taken part in training.			LSCB Briefing records	<b>Red (R): not able to evidence any</b>  <b>Amber (A): evidence of some but not all</b>  <b>Green (G): evidence of all and more</b>
		Identified strategic Prevent lead within the school to promote duty within setting.		Name			Named lead in post	

	No area, institution or body is risk free	<p>The Prevent agenda and its objectives to be embedded within safeguarding processes taking into account the policies of the LSCB.</p> <p>Roles and responsibilities regarding Prevent outlined for</p> <ul style="list-style-type: none"> <li>• SMT</li> <li>• Safeguarding Team</li> <li>• School Staff</li> <li>• Volunteers</li> <li>• Supply staff</li> </ul>	Safeguarding Policy identifies roles and responsibilities		Date		Safeguarding policy	
	<p><b>Staff and the Governing Body Training</b></p> <p>Insufficient training and understanding leading to children</p>	Key staff and Governors have sufficient training and understand the risk of radicalisation and know how to refer children who may be vulnerable to being drawn into terrorism.	Annual Safeguarding Training	<p>Whole staff ???</p> <p>WRAP</p> <p>E- Learning</p> <p>Briefings</p>	Date		Training records	

	vulnerable to radicalisation	<p>Strategic Prevent lead and/or Safeguarding leads have a good understanding of Prevent, are able to recognise vulnerability to being drawn into terrorism and challenge extremist ideology associated with it.</p> <p>The lead(s) understand(s) how to obtain support for people who may be vulnerable to radicalisation and understand the Channel program.</p> <p>Awareness of Channel processes in Darlington</p> <p>Channel Panel Chair contact details</p> <p>Safeguarding referral process and information sharing</p>	<p><b>Key Contacts known</b></p> <p>CAP (Children's Access Point)</p> <p>Joanna Conway Education Safeguarding Officer</p> <p>Secondary Behaviour and Attendance Partnership</p> <p>CHANNEL Panel Chair -Jo Benson, Head of Youth Offending Service</p> <p>Existing referral process for all safeguarding concerns.</p>	<p>DSL attended WRAP training</p> <p>DSL attended WRAP briefing</p> <p>Deputy to attend WRAP Training.</p> <p>DSL and Deputy to complete Channel program.</p> <p>Key contacts to be added to safeguarding procedures.</p>	Date		<p>Training records</p> <p>Safeguarding procedure</p>	
	<b>Pupils</b>	Curriculum in place that helps protect students	PSHE Activities				<b>PSHE activities</b>	



	Pupils are radicalised by factors internal or external to the school.	<p>against extremism and promotes community cohesion</p> <p>Staff are able to provide appropriate challenge to other staff, students, parents or governors if opinions are expressed that are contrary to fundamental British</p>	British values part of school life.	<b>Review of PSHE activities</b>			<b>curriculum records ???</b>	
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		<p>values and promotion of community cohesion.</p> <p>School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences.</p> <p>The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.</p> <p>Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations.</p>	Safeguarding and whistleblowing policies					
<b>Risk Area</b>	<b>Risk</b>	<b>Actions required</b>	<b>Existing measures in place</b>	<b>Proposed Actions</b>	<b>Completion Date</b>	<b>Who</b>	<b>Evidence</b>	<b>Self-Assessed Rating</b>

<b>Partnership – referral process</b>	No effective engagement with partners – lack of information sharing	<p>Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school’s safeguarding policies and procedures.</p> <p>A single point of contact for any Prevent concerns raised by staff within the school to be identified.</p> <p>An appropriate internal Prevent referral process has been developed</p> <p>Partner agency communication channels to be developed – Prevent Lead at DBC and Durham Constabulary are first port of call when outside agencies need to be consulted or for making a Channel referral.</p>	<p>Policies and procedures in place.</p> <p>Named SPOC .....</p> <p>Durham Constabulary – Team- add in contact details</p>	Review and updated safeguarding procedures.			Policy and procedures	
<b>Risk Area</b>	<b>Risk</b>	<b>Actions required</b>	<b>Existing measures in place</b>	<b>Proposed Actions</b>	<b>Completion Date</b>	<b>Who</b>	<b>Evidence</b>	<b>Self-Assessed Rating</b>

<b>IT systems</b>	<p>Pupils access terrorist material whilst using school networks</p> <p>Pupils can access Online/social media communications relating to extremist or terrorist material.</p>	Review of school filtering systems and policies to ensure effective filtering.	<p>School has appropriate filtering in place.</p> <p>IT policy and procedures in place</p>	Procedure to include actions for alerts or beaches on network.			<p>Procedure</p> <p>Records of beaches and action log maintained</p>	
<b>Hire of school / Guest speakers</b>	Events are hosted at the school which promotes terrorism or which popularise hatred or intolerance of those with particular protected characteristics	Review of guest speaker and hire procedures.	<p>Hire policy and procedures in place.</p> <p>Staff present at all times with guest speakers.</p>	Review of procedures			Procedure	

## Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES Website](#) and [NSPCC Website](#). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

### Children Missing Education Guidance

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

forced marriage

gangs and youth violence

gender-based violence/against women and girls(VAWG)

### Mental health and Behaviour

private fostering

Prevent Duty

Sexting

teenage relationship abuse

trafficking