



2016

Child Protection and Safeguarding Policy





Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

	Date
This policy was originally created:	June 2014
It was ratified by the Governing Body on:	16 November 2015
This issue was revised and released:	November 2016
It will be reviewed in:	September 2017

This policy is based on the Model Policy provided by Southend Borough Council and Essex County Council

This Policy was reissued in November 2016 following revised DfE Guidelines

DESIGNATED CHILD PROTECTION CO-ORDINATOR

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NAME: Wendy Colman [Student Support Manager]

NOMINATED GOVERNOR FOR CHILD PROTECTION

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Where schools have concerns for the safety and welfare of a child or young person.

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OUT OF OFFICE HOURS: To make URGENT referrals [0845 606 1212]



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1. PURPOSE

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Schools should work with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm.

(Keeping Children Safe in Education – DfE, September 2016)

The document 'Keeping Children Safe in Education – DfE, September 2016) **MUST** be read in conjunction with this policy and should be kept as an appendix to the school's child protection policy.

2. INTRODUCTION

2.1 Futures Community College takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (the Children Act 1989).

2.2 Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are students of the school.

2.3 There are three main elements to our Child Protection policy:

- **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support, offered to students
- **Protection** by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns
- **Support** to students who have/may have been abused [in line with his/her Child Protection Plan if appropriate]

2.4 This policy applies to all students, staff, parents/carers, governors, volunteers, students and visitors to our school

2.5 This school recognises it is an agent of referral and not of investigation.

3. SCHOOL POLICY

We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Our school therefore aims to:

- Create a culture of vigilance, where the welfare of our students is promoted and where timely and appropriate safeguarding action is taken
- Establish and maintain an environment where students feel safe and secure, are encouraged to talk and are listened to
- Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities for PHSE which equip students with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
- Include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills



- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others
- 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
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.

4. FRAMEWORK

4.1 Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board.

4.2 The development of appropriate procedures and the monitoring of good practice are the responsibilities of the [Southend Local Safeguarding Children Board](#) (Southend LSCB)

4.3 In Southend, all professionals **must** work in accordance with the [SET Procedures](#) (Southend Essex and Thurrock Safeguarding and Child Protection Procedures) (2015) (revised August 2015).

Our school also works in accordance with '[Keeping Children Safe in Education](#)' (DfE, September 2016), '[Disqualification under the Childcare Act](#)' 2006 (DfE, February 2015) and '[Working Together to safeguard children](#)' (DfE, March 2015)

4.4 As of September 2016, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, 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 requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children/young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

Our school works in accordance with the Prevent Duty and follows the Departmental advice for schools and childcare providers on preventing children and young people from being drawn into terrorism '[The Prevent duty](#)' (DfE, June 2015).

Our school approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Services in line with the SET procedures.

4.5 As of October 2015, the [Serious Crime Act 2015](#) (HMG, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with chapter 9, pages



42-44 (Guidelines for School, Colleges and universities) of the [Multi-Agency Practice Guidelines: Female Genital Mutilation](#) (HMG 2015) and existing local safeguarding procedures.

5. ROLES AND RESPONSIBILITIES

- 5.1** All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school carrying out these responsibilities for the current year are listed on the inside cover sheet of this document.
- 5.2** It is the role of the Designated Safeguarding Lead to ensure that all child protection procedures are followed within the school, and to make appropriate, timely referrals to Children's Social Care in accordance with SET procedures. If for any reason the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead will act in their absence. Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed including temporary staff, volunteers and contractors within the school are aware of the school's child protection procedures, to advise staff and to offer support to those requiring this.
- 5.3** The Governing Body and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (*see 'Safer Recruitment' policy for further information*)
- 5.4** The Designated Governor for Safeguarding ensures there is an effective child protection policy in place and that this is updated annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- 5.5** The Headteacher and the Designated Safeguarding Lead provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- 5.6** The Headteacher/Designated Safeguarding Lead and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 and S.157 of the Education Act 2002.
- 5.7** The school will publish its Child Protection policy on its school website alongside 'Keeping Children safe in Education' (DfE, 2015).'
- 5.8** The school will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.

6. PROCEDURES

- 6.1** All action is taken in accordance with the following guidance;
- The SET [Southend, Essex and Thurrock] Safeguarding and Child Protection Procedures (2015) [revised August 2015], a copy of which is available in school and is published on line www.southend.gov.uk/lscb
 - Keeping Children Safe in Education [DfE, September 2016] and Disqualification under the Childcare Act, 2006 [DfE, February 2015]
 - Working Together to Safeguard Children [DfE, March 2015]
 - The Prevent duty [DfE, June 2015]
 - Multi-Agency Practice Guidelines: Female Genital Mutilation [HMG April 2016] - chapter 9 [Guidelines for School, Colleges and universities].
- 6.2** When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Child Protection policy, told who our



Designated Safeguarding Lead (and Deputy) is and are informed how to share concerns with the designated Safeguarding Lead or Deputy.

- 6.3** Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. All members staff are given a copy of 'Keeping children safe in education: Information for all school and college staff' (DfE, September 2016), which includes *Annex A: Further information about specific forms of abuse and safeguarding issues* (for staff who work directly with children) and access to 'What to Do If You're Worried a Child is Being Abused' (HMG, March 2015), which gives helpful advice about how to respond to child protection concerns or disclosures. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However the Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead and Deputy.
- 6.4** Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead or in their absence, the Deputy Designated Safeguarding Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 6.5** The Designated Safeguarding Lead or the Deputy will immediately refer cases of suspected abuse or allegations to Social Care Direct by telephone and in accordance with the procedures outlined in the SET procedures and in 'Effective Support for Children and Families in Essex' (ESCB, 2013).
- 6.6** The telephone referral to Social Care Direct must be confirmed in writing within 48 hours.
- 6.7** The Early Help Assessment (EHA) should be used to support a child protection referral. (The EHA form and guidance is available on www.southendchildrenspartnership.org.uk and on the Southend LSCB website and Southend Learning Network. A completed EHA form contains all the information required for a child protection referral and should be sent to the First Contact Team. In cases where there have been mounting concerns about a child, it is likely that an EHA will already have been completed prior to a child protection referral. A telephone referral to the First Contact Team – in cases where there are immediate safeguarding concerns - should be confirmed in writing within 48 hours, using the EHA form to provide the information required. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure, plus any advice given. This written confirmation must be signed and dated by the referrer.
- 6.8** The school will always undertake to share our intention to refer a child to Children's Services with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Children's Services and/or Essex Police.
- 6.9** If a teacher discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher has a statutory duty to report this personally to the Police. See Annex A, 'Keeping children safe in education' (2016), for more details.
- 6.10** If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration.
- 6.11** Safeguarding contact details will be kept prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support.
- 7. TRAINING AND SUPPORT**
- 7.1** The Designated Safeguarding Lead (and Deputy) will undergo updated child protection training at least every two years, in accordance with Keeping Children Safe in Education [DfE, September 2016].



The Headteacher, all staff members and governors will undergo child protection training which is updated regularly, to equip them to carry out their responsibilities for child protection effectively. In addition to formal training, the Designated Safeguarding Lead will keep up to date with safeguarding developments and refresh their knowledge and skills regularly, but at least annually. A record of all Child Protection training will be kept.

- 7.2** The school will ensure that the Designated Safeguarding Lead (and Deputy) also undertakes training in inter-agency working and other matters, as appropriate
- 7.3** The Headteacher, in the first instance, will provide support and supervision to staff involved in child protection issues.
- 7.4** All staff have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Handbook / Code of Conduct.

8. PROFESSIONAL CONFIDENTIALITY

- 8.1** Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.
- 8.2** Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held treated confidentially.

9. RECORDS AND MONITORING

- 9.1** Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- 9.2** Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.
- 9.3** Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. This should be presented to the Designated Safeguarding Lead (or Deputy) who will then decide on appropriate action.
- 9.4** Any file notes are kept in a confidential file in chronological order (which is separate to student files) and stored in a secure place and are accessible through the Designated Safeguarding Lead [or Deputy]. All child protection records are stored securely and confidentially and will be retained for **35** years after the last entry (in line with ECC policy and acknowledgement of the combined SET procedures) to allow for an access to records request by the child as an adult.



9.5 If a student transfers from the school, these files will be copied and forwarded to the student's new educational setting, marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead, separate from their main file. We keep a copy of the child protection file until we have confirmation from the receiving school that they have received it. Once we have this confirmation, our copy is shredded, other than copies of the specific records that are pertinent to our school (i.e., not CP Conference reports that are held elsewhere), unless there is a specific reason for us to keep it, which will be recorded (for example, we still have siblings in the school and the records relate to them too, or there is an ongoing complaint or request for access to records). We will also keep a record of having received confirmation from the receiving school and of the date when we shredded our copy.

9.6 For records of allegations involving a member of staff, please see section 13 below

10. ATTENDANCE AT CHILD PROTECTION CONFERENCES & CORE GROUPS

10.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at and that a report is submitted to any child protection conference called for children on the school roll or previously known to them. A report will be made available to the Conference Chair, 48 working hours in advance of the Conference, and shared with the parents/carers before the day of the Conference. Whoever attends the Conference will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the Conference and express a view, at the end of the meeting, as to whether the child(ren) should be made subject to a Child Protection Plan.

10.2 If a child is made subject to a Child Protection Plan, or a Child in Need Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, welfare and presentation. If the school is part of the Core group then the Designated Safeguarding Lead should ensure that the school is represented and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the Core Group Meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's Key Worker **immediately** and then record that they have done so and the actions agreed.

If there is an unexplained absence of a child subject to a Child Protection Plan, the child's Key Worker must be notified **immediately**.

11. SUPPORTING STUDENTS AT RISK

11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. We are committed to ensuring that our students receive the right help at the right time.

11.2 Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered, harm. Nevertheless, whilst at school their behaviour may still be challenging and defiant, or they may be withdrawn, or display abusive behaviours towards other children.

11.3 Our school will endeavour to support **all** students through:

- The curriculum to encourage our students to stay safe, develop healthy relationships, self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of the school's behaviour management policies.
- A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued.



- Regular liaison with other professionals and agencies who support the students and their families.
- A commitment to develop open and honest and supportive relationships with parents, with the child's best interest as paramount
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

12. TYPES OF ABUSE AND SPECIFIC SAFEGUARDING ISSUES

12.1 'Keeping children safe in education' [DfE, 2016] defines abuse as the maltreatment of a child. 'Somebody may abuse or neglect a child by inflicting harm or by 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 others (e.g. via the internet). They may be abused by an adult or adults or another child or children.'

12.2 The four main types of abuse referred to in 'Keeping children safe in education' are: Physical, Emotional, Sexual and Neglect.
Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

12.3 Recognition of specific safeguarding issues

Our school recognises that there are a number of specific safeguarding issues about which staff need to be aware, including: children missing from education*, children missing from home or care, child sexual exploitation [CSE]*, domestic violence, drugs, E safety (including), fabricated/induced illness, faith abuse, female genital mutilation [FGM]*, forced marriage, gangs and youth violence, violence against women and girls [VAWG], mental health, children with special educational needs and disabilities*, private fostering, prevention of radicalisation, teenage relationship abuse, trafficking, peer on peer abuse*, which may include bullying (including cyberbullying), on-line abuse, gender-based abuse, sexting or sexually harmful behaviour. Further information regarding some of these issues (as indicated *) can be found below and these issues are also addressed in Annex A of Keeping children safe in education (2016).

12.4 Raising awareness and support

Whilst the school will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues. Government guidance is available on the GOV.UK website and links are provided from Keeping children safe in education (2016).

Other organisations also provide specialist information such as:

NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

TES <https://www.tes.com/teaching-resources>

MindEd <https://www.minded.org.uk/course/view.php?id=402>

12.5 Peer-on-peer abuse

Our school recognises that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.



Peer-on-peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Peer-on-peer abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Our school understands the different gender issues that can be prevalent when dealing with peer-on-peer abuse. [Reference: Anti-Bullying Policy]

12.6 Children with special educational needs and disabilities

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

12.7 Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Our school must inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

12.8 Child sexual exploitation [CSE]

CSE is a form of abuse where children are sexually exploited for money, power or status.

CSE involves exploitive situations, contexts and relationships where young people receive something [for example food, accommodation, drugs, alcohol, gifts, money, or in some cases simply affection] as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitive relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying, including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

12.9 Commitment to raising awareness of CSE

Our school is committed to raising awareness of CSE. We use the LSCB Risk Assessment Toolkit and report any information to Essex Police on a report form, as well as referring to First Contact Team or for Early Help Family Support Assessment, as appropriate.

12.10 Female Genital Mutilation [FGM]

Our staff are alert to the possibility of a girl being at risk of Female Genital Mutilation [FGM], or already having suffered FGM. FGM is a collective term for all illegal procedures, which include the removal of part or all external female genitalia for cultural or other non-medical reasons. Victims of FGM are likely to come



from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the SET procedures and in the FGM [Multi-Agency Practice Guidelines: Female Genital Mutilation](#) (HMG April 2016) that can be found on the GOV.UK website.

There is a legal obligation for any suspicion of intended, or actual, FGM to be referred to Children's Services and/or the Police.

12.11 Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

12.12 Prevention of radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, 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 requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

Our school works in accordance with the Prevent Duty and follows the Departmental advice for schools and childcare providers on preventing children and young people from being drawn into extremism or terrorism 'The Prevent duty' (DfE, June 2015) and the 'Revised *Prevent* Duty Guidance: for England and Wales' (HMG, July 2015), pages 57-76.

12.13 Private Fostering

As a school we must make sure that privately fostered children are properly and safely cared for. Local Authorities are under a legal duty to ensure the welfare of a privately fostered child is being promoted and safeguarded and are therefore required to undertake assessments of proposed or actual private fostering arrangements. As such, we will always inform the Local Authority when we are notified about such an arrangement or become aware of one.

"A private fostering arrangement is one that is made privately (that is to say without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989, i.e., a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child."



12.14 Looked After Children (LAC)

Our school has a Designated Teacher for pupils who are LAC. The Designated Teacher attends LAC Reviews, PEP meetings and liaises with the child's Social Worker and Independent Reviewing Officer (IRO) and with the Local Authority Virtual School Headteacher, who is responsible for the progress of children looked after.

13. ALLEGATIONS INVOLVING A MEMBER OF STAFF

13.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

13.2 The school works in accordance with statutory guidance and the SET procedures (2015) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information regarding this. Only authorised agencies may investigate child abuse allegations [Social Care Services, the Police or in some areas, the NSPCC]. Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

13.3 The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the Designated Child Protection Lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors.

13.4 The SET procedures require that, where an allegation against a member of staff has been made, the Headteacher, the senior named person or the Chair of Governors must inform the Local Authority Designated Officer (LADO) within one working day. Where the allegation is against the Headteacher, the Chair of Governors will consult with the LADO.

13.5 The LADO has overall responsibility for oversight of the procedures for dealing with allegations against staff members. Wherever possible, contact with the LADO should be made immediately, as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school will manage these procedures alongside the school's disciplinary process in liaison with the school's HR Advisor.

13.6 In accordance with 'Keeping Children Safe in Education' [DfE, September 2016] details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, the record should be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer. However, cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references.

14. WHISTLEBLOWING

14.1 Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

14.2 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the schools Code of Conduct / Whistleblowing policy.

14.3 We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC



whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

15. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

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

We recognise there are a number of policies that are relevant to safeguarding and promoting children's welfare. These include the following:

Policy or Procedure

Anti-Bullying (including cyber bullying)

Attendance

Behaviour

Code of conduct [including whistleblowing]

Children missing from Education

Drugs and Substance Misuse

Equal opportunities

Educational visits

First Aid

Health and Safety

Looked After Children

PHSE curriculum

Recruitment and Selection

Sex & Relationships Education

Staff Handbook (Guidance on Conduct including the use of mobile 'phones and social media)

Supporting students with medical needs

Acknowledgement:

We acknowledge the Essex Safeguarding Children Board model Child Protection Policy which contributed to the development of this model policy.

Model Policy Revised: September 2016



Appendix 1

Essex Police PREVENT Safeguarding Objectives

Within the overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation which we need to address

Schools can help to protect children from extremist and violent views in the same ways that they help to **safeguard children** from drugs, gang violence or alcohol.

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can 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. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

PREVENT referrals should be reported in line with other safeguarding procedures.

Essex Police can be contacted to discuss any concerns on PREVENT@essex.pnn.police.uk.



Appendix 2

Keeping children safe in education

[Separate document]

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>